

# SECTION ON WOMEN & PSYCHOLOGY

VOL 49: ISSUE 3



Newsletter of the CPA/SCP Section  
on Women & Psychology



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# 2022 - 2023 EXECUTIVE COMMITTEE MEMBERS



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# 2022 - 2023 EXECUTIVE COMMITTEE MEMBERS

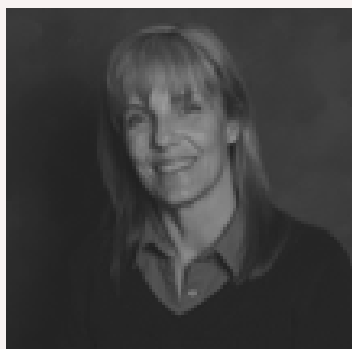


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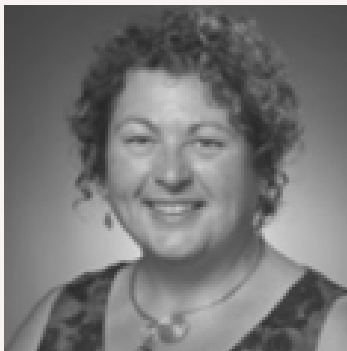
# 2022- 2023 PROVINCIAL/TERRITORIAL REPRESENTATIVES



CARMEN POULIN

New Brunswick Representative

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COLLEEN MACQUARRIE

PEI Representative

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LINDA MCMULLAN

Saskatchewan Representative

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# 2022 - 2023 PROVINCIAL/TERRITORIAL REPRESENTATIVES



**LYNN SLOANE**

Alberta Representative

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**LUCIE KOCUM**

Nova Scotia Representative

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**FIONA CUNNINGHAM**

Newfoundland Representative

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# CHAIR'S MESSAGE

By: Sara Crann

Greetings!

I am writing from southern Ontario where the weather has (mostly) transitioned to warm, sunny days. Like many of you, I am spending as much of my time outside as possible to make up for the exceptionally gloomy winter we had in this part of the country. I find this time of year to be energizing so it is fitting that the annual convention is just around the corner.

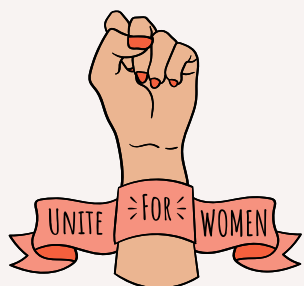
SWAP has an excellent lineup of symposia, talks, posters, and snapshots at this year's convention. SWAP's 2022 Distinguished Member, Dr. Paula Barata, will present "SWAP as Refuge, Inspiration & Training Ground" on Saturday, June 24 at 3:00 pm in Birchwood. Following Dr. Barata's address, we will have our annual business meeting and the SWAP reception (with refreshments!). I encourage you to attend as many of these events as you can to stay (or get more) connected to SWAP. The business meeting will include brief updates from the Executive Committee, SWAP award presentations, and a discussion among members about the future direction of SWAP. The full SWAP convention program is provided for you in this edition of the newsletter.



This year's convention program includes many presentations from other sections relevant to feminism, the psychology of girls and women, and equity and social justice. Below is a small selection of this programming (the full convention program is now available on CPA's website):

## Friday:

- Girls' Sexual Danger and Dignity (Hist & Phil Section Featured Speaker), 10:00 am, Simcoe
- Systemic Racism and How to Fight It (Black Psychology Invited Symposium), 10:00 am, Chestnut West
- Exploring Facets of Coerced Sexting (Social & Personality Symposium), 11:00 am, Willow Centre
- 2S/LGBTQIA+ Intimate Partner Violence Experiences (SOGII 12-minute talk), 11:45 am, Cedar
- What's Wrong with Femininity? A Parenting Program (SOGII Workshop), 3:00 pm, Cedar



Equality  
FOR Women

### Saturday:

- Stigma & Help-seeking among Women Gambling Online (Addiction 12-minute talk), 10:00 am, Willow West
- Gender, Sex, Sexuality & Low-risk Drinking (Addiction Conversation Session), 10:30 am, Willow West
- Racism and Intimacy, Identity, and Policy (International & Cross-Cultural Psychology Symposium), 9:00 am, Maple
- Intimate Partner Violence in Youth (Traumatic Stress Symposium), 10:30 am, Pine West

### Sunday:

- Cultural and Social Justice Responsiveness (Counselling Symposium), 9:00 am, Willow West
- Researching for Critical Change (Hist & Phil Symposium), 12:45 pm, Simcoe
- Feminism, Psychology & Antiviolence Work (Hist & Phil Symposium), 1:45 pm, Simcoe

The weekend of the convention is also Toronto's Pride Festival and I encourage you to check out and support the various events when you're in town: <https://www.pridetoronto.com/>

Finally, SWAP is seeking to fill two vacant positions: Assistant Newsletter Editor and Assistant Webmaven. Please reach out to me at [scrann@uwindsor.ca](mailto:scrann@uwindsor.ca) for more information or see the job descriptions on the SWAP Facebook page.

See you in Toronto!

Sara Crann,  
Chair, Section on Women and Psychology



# EDITOR'S MESSAGE

By: Bidushy Sadika

Hello everyone,

Welcome to the Spring 2023 SWAP newsletter! As I put together the May edition, I discovered the diverse talks and workshops happening at the CPA Convention. It's fantastic to learn that other sections of CPA are also featuring sessions focused on feminist psychology. This edition is packed with exciting information that is relevant to the upcoming CPA convention.

In this issue, you'll find a message from our section chair, Sara Crann (pg. 11), who shares details about SWAP and non-SWAP content related to feminist psychology at the CPA Convention 2023. We also have information about CPA and SWAP programming from pp. 14-16. Additionally, we provide information on SWAP's social media channels (pg. 17) and two vacant positions available on the SWAP Committee for Assistant Newsletter Editor and Assistant Web Maven (pg. 18). If you're interested in contributing to the feminist psychology community, please consider applying. Furthermore, we highlight recent publications by our members (ps. 20-30) and theses/dissertations defended recently by SWAP students (ps. 31-32). On that note, congratulations to Jennifer Robinson and Tanja Samardzic for this accomplishment. You'll also find details about calls for papers (pp. 33-66), proposals (pp. 67-75), job postings (pp. 76-85), and upcoming conferences (pp. 86-88) in this newsletter.



A big thank you to everyone who contributed to this edition of the newsletter. Your contributions mean a lot to us! If you have published an article, book, or book chapter that you think would interest the SWAP community, please send me the reference and a summary. We'll make sure to announce it in an upcoming newsletter. This is an excellent way to promote feminist research and support one another. Additionally, if you come across information about calls for papers, upcoming conferences, or job postings in psychology, please don't hesitate to share it with me. Let's spread the word and create more opportunities for our colleagues in feminist psychology. I also want to emphasize the importance of French submissions as we strive for inclusivity and diversity in our newsletter content. More information about newsletter submissions can be found on pg. 89.

Please don't hesitate to reach out to me with any submissions, comments, or questions.

Bidushy Sadika (she/her)  
Western University  
bsadika@uwo.ca



# 2023 CPA CONVENTION

The CPA's 2023 Annual General Meeting and National Convention are scheduled to take place from June 23rd - 25th, 2023, at the Sheraton Centre in Toronto, ON.

CPA2023 will feature the CPA's Annual General Meeting and Award Ceremony, familiar presentation types, numerous professional development workshops, section annual meetings, an exciting line-up of plenary and section-featured speakers, and numerous opportunities for networking and engagement.

At this time, there are various events scheduled before the CPA's 84th Annual National Convention at the Sheraton Centre in Toronto, ON. These include the CPA's Pre-convention Workshops, which will take place on June 22nd. Additionally, the 5th North American Correctional and Criminal Justice Psychology Conference (NACCJPC) will be held from June 23rd to 25th, 2023, at the Sheraton Centre, in conjunction with the CPA's Annual Convention.

To register for the CPA 2023 Annual Convention, please go to <https://convention.cpa.ca/registration/>



## June 22, 2023

### Pre-Conference Events

Pre-Convention PD Workshops (PCWs) are scheduled to take place on June 22nd. These workshops will be 3-hours or 6-hours in duration for corresponding CE credits. A separate fee, over and apart from the CPA's convention registration fee, will be required. Registration for PCWs are incorporated with this year's Convention Registration form. To register for PCWs and the CPA 2023 Convention at the same time, use the button on the [Registration page](#).

### Full Day Workshops

1. Measurement Invariance and Differential Item Functioning Workshop (82597) CANCELLED
2. Competency and self-compassion based supervision interventions to manage normative challenges in clinical supervision: modeling and building professional resilience (81057) CANCELLED
3. Introduction to Conceptualization-Driven Cognitive Behavioural Therapy for Psychosis (85230) CANCELLED

### Half Day Workshops

#### Morning

1. (CCPPP) When More is Needed: A Collaborative Approach to Formal Remediation (84147)
2. Justice, Equity, Diversity And Inclusion in Canadian School Psychology: Why, Who, And How (79834) CANCELLED
3. How to find dynamic risk factors using survival analysis with time-dependent covariates (82433) – [N5 Workshop]
4. Delivering Psychology Services with Indigenous Peoples: Helpful, Harmful, Unsure. (87813)

# 2023 CPA CONVENTION

## Afternoon

1. Clinical Considerations When Formulating Return to Work Recommendations in a Worker's Compensation System (87458)
  2. Women are not men: Understanding gender-informed assessment, treatment, and management practices. (86013) -- [N5 Workshop] CANCELLED
  3. Wearables in Physiological Self-Regulation for Resilience and Recovery: Biofeedback and Neurofeedback (84924) CANCELLED
- 

## June 23, 2023

### Welcoming Ceremony

8:00 - 8:55, Grand East  
Kokum Beverly Keeshig-Soonias

### CPA Presidential Symposium

9:00 - 9:55, Grand East  
Alejandra Botia, Farena S. Pinnock, Komal T. Shaikh, and Kerri Ritchie  
Mentorship, Allyship, and Diversity: Elevating Voices and the Profession of Psychology

### CPA Honourary President Address

13:00 - 13:55, Grand East  
James MacDougall  
Deaf and Hard of Hearing (DHH) Persons in the Canadian Justice System: The Need for Major Reform

### CPA Awards Ceremony

18:00 - 18:25, Grand East

### CPA Presidential Reception

18:30 - 19:25, Grand Ballroom Foyer

### Social Event: Trivia Night

19:30 - 21:00, Grand East

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## June 24, 2023

### CPA Annual General Meeting (Breakfast Provided)

8:00 - 8:55, Grand East

### CPA President's New Researcher Award Presentation

9:30 - 9:55, Grand East

### CPA Award Winner Symposium

12:00 - 12:45, Grand East

### Plenary Address

13:00 - 13:55, Grand East  
Lisa Feldman Barrett  
Three Lessons About the Brain (or, Stuff I've Learned By Studying Emotion)

### Public Lecture

18:00 - 18:55, Grand East  
Ciann Wilson  
Title: TBA

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## June 25, 2023

### CPA Plenary Address

11:00 - 11:55, Grand East  
Shadd Maruna  
Risk and Redemption: The Centrality of Stigma to the Psychology of Crime

### Closing Ceremony

14:45 - 15:15, Grand East  
Kokum Beverly Keeshig-Soonias

**Note:** The CPA Program Schedule is accurate as of April 24, 2023, but it may still change. Please monitor emails from the CPA and check their website for updates: <https://convention.cpa.ca/scientific-program/program-schedule-and-themes/>



# SWAP CONVENTION PROGRAMMING



**June 23, 2023**

**Kenora**

**Snapshots**

14:00 - 14:55

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**June 24, 2023**

**Birchwood**

**Symposium**

9:30-10:25

Penny Pexman

Women in Cognitive Science Canada

**12-Minute Talk**

10:30 - 10:45

Gunn

Pressure to be Less Feminine

**12-Minute Talk**

10:45 - 11:00

Puiras

Stigma Against Childfree Women

**Posters**

10:45 - 11:40

**Symposium**

14:00 - 14:55

Issues of Stress & Trauma in Motherhood

**Section Featured Speaker**

15:00 - 15:55

Paula Barata

SWAP as Refuge, Inspiration & Training Ground

**Section Annual Meeting**

16:00 - 16:55

**Section Reception**

17:00 - 18:00

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**June 25, 2023**

**Grand East**

**Symposium**

10:00-10:55

Measuring Gender-Based Violence

**12-Minute Talk**

12:45 - 13:00

E. Gutowski

Legal Abuse as a Form of Coercive Control

**Symposium**

13:00 - 13:55

Women as Neoliberal Sexual Agents & Victims

**12-Minute Talk**

14:00 - 14:15

T. Samardzic

Silencing in Relationships with (Abusive) Men

**12-Minute Talk**

14:15 - 14:30

C. Oliver

Technology-Facilitated Sexual Violence





# CONNECT WITH *SWAP*



Stay connected and up-to-date  
on news, events, and discussion  
relevant to Canadian feminist  
psychology and SWAP!



SWAP (@CPA\_SWAP)



CPA Section on Women and  
Psychology (CPA.SWAP)



[cpa.ca/sections/SWAP](http://cpa.ca/sections/SWAP)



Canadian Feminist Psychology listserv



Emerging Canadian Feminist Scholars  
Profile Series



Share news and events with SWAP  
and friends [bit.ly/swap-info-share](http://bit.ly/swap-info-share)

Learn more about all the ways  
you can connect with SWAP!



Questions? Contact SWAP's webmaven: [kblaire@trentu.ca](mailto:kblaire@trentu.ca)

# SWAP VACANT POSITIONS



Become Assistant Newsletter Editor or Assistant Web Maven of CPA's Section on Women and Psychology (SWAP) to help shape the discipline in services of women and girls!

To apply, send a brief expression of interest/cover letter and your CV to Sara Crann, SWAP Chair at [scrann@uwindor.ca](mailto:scrann@uwindor.ca).

## Position Descriptions

**Assistant Newsletter Editor:** This position is open to Student members and Full, Affiliate, or Associate members of SWAP. The term is two years, with the possibility of extension. The newsletter is released to the SWAP membership three times per year and includes information relevant to CPA and feminist psychology. The duties of the Assistant Newsletter Editor include providing a column for each edition of the newsletter (e.g., book review, interview, essay, etc.) with a focus on equity, diversity, and inclusion. The Assistant Newsletter Editor will also have the opportunity to provide suggestions on the look and design of the newsletter.

**Assistant Web Maven:** This position is open to Student members and Full, Affiliate, or Associate members of SWAP. The term is two years, with the possibility of extension. The Assistant Web Maven is responsible for helping build and maintain SWAP's online presence and activities (social media, listservs, website). Under the supervision and direction of the Web Maven and Listserv Coordinator, the Assistant Web Maven is responsible for:

1. Gathering updated information for the SWAP website
2. Assisting with the creation of social media posts and/or the gathering and sharing of SWAP-relevant content through social media and listservs
3. Assisting with the management of SWAP's public and private listservs
4. Assisting with other web-related tasks and initiatives as needed



# EMERGING CANADIAN FEMINIST SCHOLARS PROFILE SERIES



In this ongoing series featured in our newsletter and on social media, we profile emerging scholars and practitioners of feminist psychology. Are you a student or recent graduate and SWAP member interested in being profiled? Learn more at [bit.ly/swap-info-share](https://bit.ly/swap-info-share) or contact SWAP's Web Maven at [kblair@trentu.ca](mailto:kblair@trentu.ca).

We look forward to introducing more of our emerging scholars soon!



# MEMBERS' RECENT PUBLICATIONS

## **Development and Validation of the C-SHADE Scale for Measuring Perpetration of Common Sexually Harassing and Aggressive Behaviors in Drinking Environments**

Sexual aggression (SA) is ubiquitous in drinking environments. Although such behavior is often seen as normal and acceptable, the targets of SA experience many negative consequences. This research aimed to develop a valid measure of common acts of SA in drinking settings for estimating prevalence and evaluating prevention initiatives. We developed a questionnaire measure of common acts of sexual harassment and aggression in drinking environments (C-SHADE) based on descriptions of SA behavior from our own and others' research. The measure was validated in a cross-sectional survey of 335 men aged 19 to 25 using webpanels from an online survey company. Validation measures included: a modified version of the Sexual Experiences Survey (M-SES), measures of SA by peers in drinking environments, SA-related attitudes, expectancies about sexual effects of alcohol, and alcohol consumption. The C-SHADE showed high internal consistency ( $\alpha = 0.96$ ) and was significantly correlated with M-SES ( $r = 0.52$ ), SA by peers ( $r = 0.61$  to  $0.70$ ), SA-related attitudes/expectations ( $r = 0.38$  to  $0.55$ ), and measures of alcohol consumption ( $r = 0.22$  to  $0.36$ ). Overall, 71.9% of participants reported SA using the C-SHADE versus 24.7% with the M-SES. We compared the responses of participants who reported perpetration on both measures ( $N = 83$ ), on only the C-SHADE ( $N = 141$ ), and among nonperpetrators ( $N = 89$ ; excluding four participants who reported perpetration only on the M-SES). The M-SES/C-SHADE perpetrators scored significantly higher than C-SHADE-only perpetrators and nonperpetrators on most SA-related and drinking measures, while C-SHADE-only perpetrators scored significantly higher than nonperpetrators on peer SA and two attitude measures. The C-SHADE is suitable for measuring prevalence and evaluating interventions in drinking settings. The C-SHADE confirmed a high prevalence of SA in drinking settings and identified an important group of C-SHADE-only perpetrators for whom interventions that focus on situational precipitators of SA in drinking settings may be especially useful.

**Graham, K., Bernards, S., Abbey, A., Senn, C. Y., Dumas, T. M., Trudell, A., & Donnelly, P. D. (2023). Development and Validation of the C-SHADE Scale for Measuring Perpetration of Common Sexually Harassing and Aggressive Behaviors in Drinking Environments. *Alcohol: Clinical and Experimental Research*. <https://doi.org/10.1111/acer.15087>**

# MEMBERS' RECENT PUBLICATIONS

## **The Scope, Nature, and Impact of Sexual Violence Among Students from a Canadian University: A Random Sample Study**

Random sample research is important for documenting the ubiquity and context of sexual violence (SV) on university campuses but has been scant in the Canadian context. We contribute one of the only Canadian university random sample studies since the 1990s. We examined the scope, nature, and impact of SV in a large ( $N = 977$ ) and diverse random sample of students from one Canadian university. We found that 23.2% of women, 9.6% of men, and 16.7% of nonbinary students reported experiencing SV at least once in the past 12 months. Roughly 6% of both women and men reported perpetrating SV at least once in the past 12 months, and no nonbinary participants reported any perpetration. The findings did not support a fall "red zone" of increased risk of rape and attempted rape for first- and second-year students. Women's victimization did not vary by race, international student status, sexual identity, or disability, but second-year women were at increased risk. Overall, most victims of rape and attempted rape were victimized by a man who was not a student on their campus but was known to them (most often a friend, date, or intimate partner). Rapes and attempted rapes were commonly in someone's home. Women reported significantly greater trauma and academic impact of victimization compared to men. Our results are important for informing future research, prevention, policy, and service provision on Canadian university campuses.

Jeffrey, N. K., Senn, C. Y., Krieger, M. A., & Forrest, A. (2023). The scope, nature, and impact of sexual violence among students from a Canadian university: A random sample study. *Canadian Journal of Behavioural Science/Revue Canadienne Des Sciences Du Comportement*, 55(2), 100-112. doi: <https://doi.org/10.1037/cbs0000329>



# MEMBERS' RECENT PUBLICATIONS

## **Evaluation of the Transfer of Training for a Sexual Assault Resistance Program Enhanced with Sexuality Education**

The Enhanced Assess, Acknowledge, Act (EAAA) Sexual Assault (SA) Resistance Program is a theoretically sound, evidence-based program providing SA resistance education within a positive sexuality framework. It was shown to substantially reduce sexual assault victimization among university women who participate (Senn et al. in *New England Journal of Medicine* 372(24), 2326-2335, 2015). Staff training can either enhance or impede successful program scale-up and implementation. In this paper, we evaluate the transfer of training to implementation sites (i.e., postsecondary institutions) using a train-the-trainer model. Using pre- and post-training surveys and post-training interviews conducted from 2016 to 2020 with 33 implementation staff members from multiple sites, we answered the following research questions: Did the training meet its overall goal of preparing implementation staff? What training components were perceived to contribute to training effectiveness and implementation staff preparedness? Results suggested that our model of training was effective. Competence, confidence, and knowledge and ability increased significantly after training, and most staff perceived the training to be highly useful and effective (especially for preparing them to address EAAA participant issues). Practice and feedback from trainers through active learning techniques were especially important. Although implementation staff reported being well prepared to deliver the training or program, they reported being less prepared for handling other implementation-related activities and issues (that the training was not necessarily designed to address in-depth). Our findings suggest a need to enhance existing training on self-care and supporting program facilitators and for ongoing support and reminders from program purveyors to ensure that implementers are making use of existing resources. This study fills important gaps in the literature as few studies have examined the transfer of training for SA prevention programming.

**Jeffrey, N. K., Senn, C. Y., Hobden, K. L., Barata, P. C., McVey, G. L., Radtke, H. L., & Eliasziw, M. (2022). Evaluation of the Transfer of Training for a Sexual Assault Resistance Program Enhanced with Sexuality Education. *Sexuality Research and Social Policy*, 19(4), 2007-2023. <https://doi.org/10.1007/s13178-022-00749-0>**

# MEMBERS' RECENT PUBLICATIONS

## **Sexual Violence Among Postsecondary Students: No Evidence that a Low Response Rate Biases Victimization or Perpetration Rates in a Well-Designed Climate Survey**

The purpose of this study was to assess the accuracy and representativeness of common census-sampled campus climate surveys given the potential for misestimating sexual violence (SV) rates on campuses due to low response rates and self-selection bias in research (mixed findings in previous research). We compared SV rates obtained from a census-sampled campus climate survey with a lottery draw (a common method for collecting campus SV data) with those obtained from a gender-stratified random sample survey with individual incentives. We found no evidence that census-sampled campus climate surveys misestimate SV: our low response rate census-sampled survey produced very similar rates to our high response rate random sample survey. Our research suggests that less costly and labor-intensive census-sampled surveys, when well-designed, produce sufficiently accurate and representative SV estimates on campuses despite their lower response rates.

Jeffrey, N.K., Senn, C.Y., Krieger, M.A. & Forrest, A. (2022). Sexual violence among postsecondary students: no evidence that campus climate surveys misestimate victimization or perpetration rates. *Journal of Evidence-Based Social Work*, 19(5), pp. 537-556.

<https://doi.org/10.1080/26408066.2022.2086443>



unite  
for  
WOMEN



# MEMBERS' RECENT PUBLICATIONS

## The Role of Self-Silencing and Appearance Investment in Heterosexually Experienced Women's Body Dissatisfaction

Traditional socialization can lead to negative individual and relational outcomes for women including self-silencing and body dissatisfaction. We explored the relationship between these phenomena, particularly whether problematic appearance investment was an explanatory mechanism for body dissatisfaction within a context of self-silencing. Women students (N=116) aged 18-24 completed online surveys. More engagement in all domains of self-silencing was associated with higher body dissatisfaction. Problematic appearance investment mediated three of the four domains (externalized self-perception, care as self-sacrifice, divided self) with the other, silencing the self, directly associated with body dissatisfaction. When young women engaged in more relational self-silencing, they focused on their appearance as more integral to their identity, which predicted higher body dissatisfaction. These findings, based on women without eating disorder diagnoses, demonstrate one specific danger of relational self-silencing for women's wellbeing. Encouraging self-affirmation may be a promising strategy to undermine these effects for women who engage in self-silencing.

Samardzic, T., Jarry, J., & Senn, C.Y. (2022). The role of self-silencing and appearance investment in heterosexually experienced women's body dissatisfaction. *Journal of Interpersonal Relations, Intergroup Relations and Identity*, 15(Winter), 65-78.





# MEMBERS' RECENT PUBLICATIONS

## **The Role of Discrepancies Between Online Pornography Created Ideals and Actual Sexual Relationships in Heterosexual Men's Sexual Satisfaction and Well-Being**

Contemporary sexually explicit Internet materials (SEIM) are commonly unrealistic. Following from self-discrepancy theory, we proposed that discrepancies between ideal and actual sexual experiences depicted in SEIM (ideal-actual sexual discrepancy; IASD) may be important in understanding the association between SEIM consumption, sexual satisfaction, and general wellbeing for heterosexual men. Participants from a general online community (n=195) were assessed via an online survey. Path analysis showed that the relationships between SEIM consumption and outcomes were not homogenous across age cohorts. While SEIM consumption and IASD contributed to sexual dissatisfaction for men in their 20s, only IASD had a direct relationship for men in their 30s. Higher IASD accounted for lower sexual satisfaction for men across age cohorts, suggesting that IASD may be a more stable factor as compared to quantity of consumption alone for explaining the negative association between SEIM consumption, sexual satisfaction, and all measured aspects of well-being.

Kuan, H.T., Senn, C.Y., & Garcia, D.M. (2022). The role of discrepancies between online pornography created ideals and actual sexual relationships in heterosexual men's sexual satisfaction and well-being. Sage Open. doi:10.1177/21582440221079923

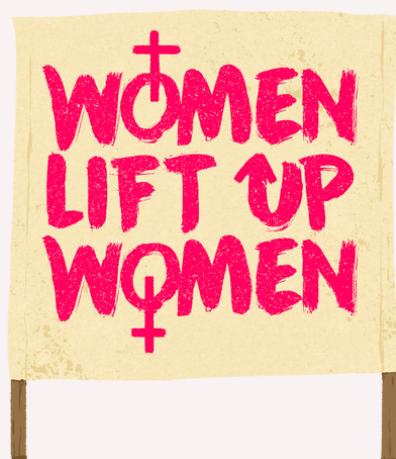


# MEMBERS' RECENT PUBLICATIONS

## **"I Felt Powerful and Confident": Women's Use of What They Learned in Feminist Sexual Assault Resistance Education**

Research on women's response and resistance to sexual assault risk has informed the development of interventions to improve women's ability to effectively resist sexual assault. However, little is known about how women anticipate, navigate, and respond to risk following participation in sexual assault risk reduction/resistance education programs. In this study, we examined the information and skills used by university women who had recently completed the effective Enhanced Assess, Acknowledge, Act (EAAA) sexual assault resistance program. We analyzed responses from 445 women using descriptive statistics and content and thematic analysis. Just under half (42%) of women used at least one EAAA strategy in the following 2 years. Most women reported that their efforts were successful in stopping an attack. Women's responses included strategies both to preempt sexual assault threat (e.g., avoiding men who display danger cues, communicating assertively about wanted and unwanted sex) and to interrupt or avoid an imminent threat (e.g., yelling, hitting, and kicking). Women's use of resistance strategies worked to subvert gendered social norms and socialization. The results suggest that counter to criticisms that risk reduction/resistance programs blame women or make them responsible for stopping men's violence, women who took EAAA typically positioned themselves as agentic and empowered in their resistance.

Crann, S.E., Senn, C.Y., Radtke, H.L., & Hobden, K.L. (2022). "I felt powerful and confident": Women's use of what they learned in feminist sexual assault resistance education. *Psychology of Women Quarterly*, 46(2): 147–161. <https://doi.org/10.1177/03616843211043948>



# MEMBERS' RECENT PUBLICATIONS

## **Walking hand in hand: The role of affection-sharing in understanding the social network effect in same-sex, mixed-sex, and gender-diverse relationships**

Individuals who perceive greater support or approval for their relationships from friends and family also report greater relationship stability and commitment and better mental and physical health (known as the “social network effect”). These associations have been explained, in part, through three cognitive-affective processes: uncertainty reduction, cognitive balance, and dyadic identity formation. However, we know less about cognitive-behavioral mechanisms that might help explain the social network effect. In this study, we propose and test a model in which physical affection-sharing acts as one such behavioral mechanism. In a sample of 1848 individuals in same-sex ( $n = 696$ ), mixed-sex ( $n = 1045$ ), and gender-diverse ( $n = 107$ ) relationships, we found support for our overall model. Our findings suggest that perceived support for one’s relationships is a significant predictor of perceived support for physical affection-sharing, which in turn predicts the frequency of affection-sharing in private and public contexts and, ultimately, relationship well-being. However, we also found that relationship type moderates these associations, highlighting how the experience of sharing affection with one’s partner changes for many in marginalized relationships, especially in public. We conclude by discussing how our findings contribute to theories of social support for relationships, underscoring the importance of considering affective, cognitive, and behavioral factors relevant to the process. We also emphasize the understudied role of context in shaping affection-sharing experiences across all relationship types.

**Blair, K. L., Hudson, C., & Holmberg, D. (2023). Walking hand in hand: The role of affection-sharing in understanding the social network effect in same-sex, mixed-sex, and gender-diverse relationships. *Journal of Social and Personal Relationships*, 02654075231169786.**

**<https://doi.org/10.1177/02654075231169786>**



# MEMBERS' RECENT PUBLICATIONS

## Considerations for Conducting Online Focus Groups on Sensitive Topics

In response to concerns about the use of online focus groups, particularly around sensitive topics research, we provide two case examples of sensitive topics research that pivoted to online focus groups amid university ethics restrictions due to COVID-19 concerns. We begin by contextualizing the studies, one of which used the more traditional focus group method while the other employed a mix of focus groups and a variation on the World Café method, termed Community Cafés. We discuss issues like online platform choice (Microsoft Teams versus Zoom), security, and considerations for effective participant communication and connection. We demonstrate the effectiveness of online focus group data collection for sensitive research in two disciplines as well as the benefits to participants. We conclude by providing considerations and recommendations based on our own learnings for researchers wanting to conduct online focus group research on sensitive topics.

Samardzic, T., Wildman, C., Barata, P. C., & Morton, M. Considerations for conducting online focus groups on sensitive topics. *International Journal of Social Research Methodology*. Advance online publication. <https://doi.org/10.1080/13645579.2023.2185985>



# MEMBERS' RECENT PUBLICATIONS

## Critical Femininities

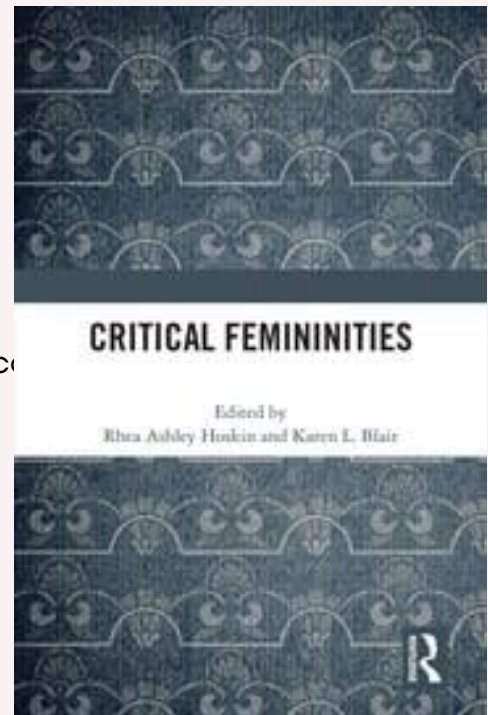
What would change about our existing world if we re-imagined and re-valued femininity? Critical Femininities presents a multidimensional framework for re-thinking femininity. Moving beyond seeing femininity as a patriarchal tool, this book considers the social, historical, and ideological forces that shape present-day norms surrounding femininity, particularly those that contribute to femmephobia: the systematic devaluation and regulation of all that is deemed feminine.

Each chapter offers a unique application of the Critical Femininities framework to disparate areas of inquiry, ranging from breastfeeding stigma to Incel ideology, and attempts to answer pressing questions concerning the place of femininity within gender and social theory. How can we conceptualise feminine power? In what ways can vulnerability act as a powerful mode of resistance? How can we understand femininity as powerful without succumbing to masculinist frameworks? What ideological underpinnings maintain Critical Femininities as an emergent field, despite traceable origins pre-dating second-wave feminism?

As the provocative entries within this volume will certainly generate additional questions for anyone invested in society's treatment of femininity, this book offers a launching pad for the continued growth of a field that cultivates insight from a feminine frame of reference as a means of rendering visible the taken-for-granted presence of masculinity that remains pervasive within gender theory.

The chapters in this book were originally published as a special issue of *Psychology & Sexuality*.

Hoskin, R. A., & Blair, K. L. (Eds.). (2022). *Critical Femininities*. Taylor & Francis.

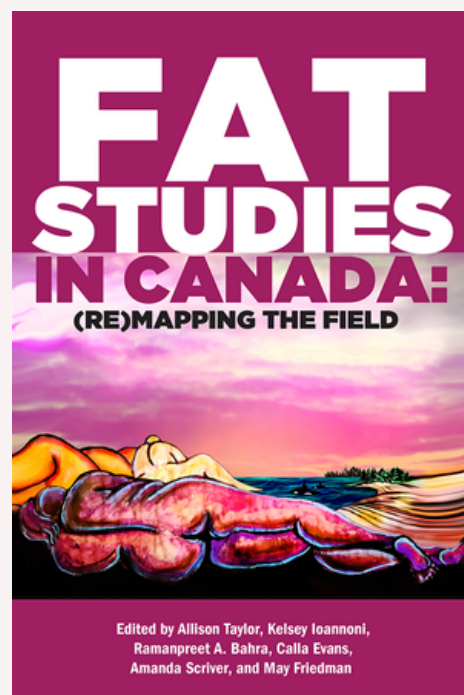


# MEMBERS' RECENT PUBLICATIONS

## Fat Studies in Canada: (Re)Mapping the Field

Fat Studies in Canada: (Re)Mapping the Field re-envision what it means to be fat in the colonial project known as Canada, exploring the unique ways that fat studies theorists, academics, artists, and activists are troubling and thickening existing fat studies literature.

Weaving together academic articles and alternative forms of narration, including visual art and poetry, this edited collection captures multi-dimensional experiences of being fat in Canada. Together, the chapters explore the subject of fat oppression as it acts upon individuals and collectives, unpacking how fat bodies at various intersections of gender, sexuality, racialization, disability, neurodivergence, and other axes of embodiment have been understood, both historically and within contemporary Canada.



Taking a critical approach to dominant framings of fatness, particularly those linked to an "obesity epidemic," Fat Studies in Canada aims to interrogate and dismantle systemic fat oppression by (re)centering and (re)valuing fat voices and epistemologies. Ultimately, the volume introduces new ways of celebrating fatness and fat life in Northern Turtle Island.

Taylor, A., Ioannoni, K., Bahra, R. A., Evans, C., Scriver, A., & Friedman, M. (2023). Fat Studies in Canada: (Re)Mapping the Field. Inanna Publications.

GIRLS JUST  
WANNA HAVE  
FUNDAMENTAL  
HUMAN RIGHTS





# RECENTLY DEFENDED THESES OR DISSERTATIONS

## Multilevel Analysis of Suicidal Ideation and Behaviour Among Canadian Post-Secondary Students

Jennifer Robinson, Ph.D.

Advisor: Lana Stermac

University of Toronto, Department of Applied Psychology and Human Development

Defense: February 2023

Self-injurious thoughts and behaviours (SITB) represent a collection of life-threatening outcomes ranging from non-suicidal self-injury (NSSI; e.g., self-cutting) to suicidal thoughts (ST) and suicide attempts (SA). Suicide has been identified as a major public health problem and the second leading cause of death among young adults (18 to 24 years), with peak developmental transitions, such as attending post-secondary education presenting as a strong catalyst for SITB engagement. Although SITBs have undergone rigorous examination over the years, there remain inconsistencies in the classification of non-suicidal and suicidal SITBs and the prevalence of subsequent risk factors specific to young adults. The purpose of this study was to examine the pre-existing and emerging biopsychosocial risk factors associated with suicidal thoughts and behaviours and non-suicidal self-injury among post-secondary students. While several researchers approach the topic of suicidal thoughts and behaviours separately from non-suicidal self-injury, this study examines the two constructs concurrently and explores risk factors common to both. Using data from the 2013 (n=354) and 2016 (n=270) American College Health Association–National College Health Assessment (ACHA-NCHA), a cross-sectional survey of the health behaviours of Canadian post-secondary students, this study examined the prevalence of 13 biopsychosocial risk factors in a group of students who endorsed engagement in SITB. Of the 13 risk factors examined in the current study, results demonstrate three pre-existing risk factors (interpersonal trauma, substance use and diagnosis of a mental health issue) and three emerging risk factors (disability identification, sleep disturbance and negative affect) converging in the two student samples. Understanding emerging risk factors may help improve suicide risk assessment tools and mitigate suicidal tendencies by providing clinical interventions at earlier stages for post-secondary students. Sleep problems may be a particularly important intervention target because of their non-stigmatizing nature and amenability to mental health treatment.

# RECENTLY DEFENDED THESES OR DISSERTATIONS

## Unpacking Silencing: An Exploration into Young Women's Relationships with (Abusive) Men

Name: Tanja Samardzic

Advisor: Dr. Paula Barata

University of Guelph, Department of Psychology

Defense: April 2023

My dissertation is based on decades of foundational works that have emphasized the entrenchment of securing intimate relationships with achieving one's sense of self(-worth). Young women are said to engage in strategies that are seen as feminine and "good" to maintain relationships, and one such strategy is silencing. That involves putting aside one's wants and needs to not "rock the boat" or threaten the relationship. But little is presently known about young women's silencing in relationships with abusive men. Guided by Dana Crowley Jack's (1991) Silencing the Self theory, I aimed to answer the following question across three studies: how are young women silenced and/or how do they silence themselves, particularly in the context of intimate relationships with (abusive) men? In study 1, focus group participants mobilized a discourse of intimate relationship necessity/importance. Women were positioned as the silenc(ed/ing) woman and/or took up the communicative woman. Tensions between silence and communication arose (e.g., being "cool") and their talk reflected no-win relational situations. In study 2A, partnered women were categorized as having or not having experienced abuse. Women who had experienced abuse reported more self-silencing and other partner-focused behaviours (e.g., sexual compliance). In their open-ended responses, women, regardless of abuse experience, emphasized self-suppression as an important part of their relational conflict experience. Nevertheless, most suggested being able to be their true self in their relationship, suggesting the situational and strategic nature of silencing. In study 2B, I interviewed a subset of participants who had experienced some intimate partner violence. Participants spoke about the entanglement of silence and fear/anxiety and/or the necessity of speaking up. While also highlighting the continued importance of silencing, participants experienced an enhanced version of the silencing/communication tension from study 1. Indeed, they spoke up despite having experienced abuse and possibly experiencing further abuse by doing so. While there are important diversions from and contemporary takes on Jack's theory, it remains an important framework for understanding young women's navigation of intimate relationships given the uptake of the idea of needing to silence. This is especially the case amid modernized conceptualizations of modern women as "having it all."



# CALL FOR PAPERS

## Cultural Stress and Cultural Stress Theory A Special Issue of Cultural Diversity and Ethnic Minority Psychology

### Guest Editors:

- Alan Meca, The University of Texas at San Antonio
- Seth Schwartz, The University of Texas at Austin

### Timeline

- Submission of abstracts: Deadline May 31, 2023
- Decision on abstracts: June 30, 2023 at the latest
- Submission of full manuscripts: deadline September 30, 2023
- First decisions on papers, following peer-review: October 13, 2023 at the latest
- Submission of revised manuscripts: January 5, 2024 at the latest
- Manuscripts will be published with the full special issue, which is scheduled for publication in 2024

### Submission details

Authors interested in contributing a manuscript for this special issue are asked to submit the following by May 31, 2023:

- a tentative title
- authors' names and affiliations
- a 1-page single-spaced abstract

### Details

Cultural stress represents a broad constellation of stressors rooted in the widespread framing of immigrants and children of immigrants as a threat to the U.S. (Schwartz et al., 2014) and the need to balance one's heritage and host culture (Romero & Roberts, 2003). As a whole, cultural stressors individually, and cultural stress as a collective, have been shown to compromise mental health among immigrants and their children across a variety of indicators (e.g., Meca et al., 2022; Schwartz et al., 2015).

As a result, cultural stress has been introduced as a framework to help understand health disparities (Salas-Wright & Schwartz, 2019). Indeed, a growing body of work focused on cultural stress has found that (1) a number of internal and external developmental and cultural assets can offset the detrimental impact of cultural stress (e.g., Salas-Wright & Schwartz, 2019) and (2) the detrimental effects of cultural stress on psychopathology and poor well-being are likely operate through its negative impact on normative developmental processes (e.g., Meca et al., 2022).

However, conceptualization and operationalization of cultural stress and cultural stress theory remain fairly limited within the broader literature, and only a limited number of studies have sought to provide empirical support for these increasingly integrated postulates of cultural stress theory.

Within this special issue, we invite manuscripts that seek to further expand on our conceptualization and operationalization of cultural stress, examine factors that mitigate the detrimental impact of cultural stress, identify mechanisms underlying the detrimental impact of cultural stress, and manuscripts that contextualize cultural stress and its effect on adjustment across various ecological levels.

Theoretical and empirical contributions will be given equal considerations. Moreover, quantitative, qualitative, or mixed method studies papers will also be given equal consideration. We also encourage submissions from scholars in different areas, including but not limited to anthropology, psychology, sociology, political science, and public health. We strongly prefer studies that include multiple cultural stressors (e.g., discrimination, negative context of reception, bicultural stress, family/cultural stress, immigration-related stress).

Proposals for the special issue, and any other inquires, may be submitted via email to Drs. Alan Meca and Seth Schwartz, indicating "CDEMP Abstract for Cultural Stress Special Issue" in the subject line.



# CALL FOR PAPERS

## **Leadership in Healthcare** **A Special Issue of Psychology of Leaders and Leadership**

**Guest Editors: Megan E. Gregory, PhD, Department of Health Outcomes & Biomedical Informatics, University of Florida**

**Submission Deadline: June 15, 2023**

### **Journal editors:**

- Elizabeth Blickensderfer, PhD, Department of Human Factors and Behavioral Neurobiology, Embry–Riddle Aeronautical University
- Elizabeth H. Lazzara, PhD, Department of Human Factors and Behavioral Neurobiology, Embry–Riddle Aeronautical University

### **Details**

The healthcare industry is complex, and its leaders are tasked with navigating complexities to succeed in one of the largest sectors of the economy. Recently, healthcare has been under increased pressure. Issues such as employee turnover and burnout have accelerated, and leadership has been challenged to adapt. Psychology of Leaders and Leadership is soliciting articles on leadership in healthcare. Methods can include quantitative, qualitative, or mixed-methods approaches.

Potential topics include, but are not limited to:

- adaptation of healthcare leaders in response to, and after, crises such as the COVID-19 pandemic;
- the role of the leader in provider and staff wellness and burnout;
- challenges in healthcare leadership in relation to external factors (e.g., societal issues, payer models);
- leadership in healthcare teams, and the role of the leader in creating team psychological safety;
- leading ad hoc healthcare teams undergoing increased membership change due to turnover and increases in short-term team members (e.g., travel nurses);
- how leadership influences patient safety and quality;

- the emerging leadership role of Chief Informatics Officers and their effects on patients, employees, and organizations;
- diversity in healthcare leadership (e.g., leaders of color, women, LGBTQ+ leaders, etc.);
- socially responsible leadership in healthcare; or
- the role of leadership at unit/department levels vs. leadership at hospital or health systems levels.

Paper categories include:

- original research
- systematic reviews and meta-analyses
- case studies: the practice of leadership
- theory development and applications
- book reviews

Psychology of Leaders and Leadership is conceptualized as a hybrid between a journal and a professional guide to good managerial practice. It explores how those in leadership positions can use the science of psychology to help themselves and their organizations perform more effectively. The journal is interested in psychological research findings that can be used by those in leadership positions and also in psychological insights shared by those in leadership positions. Psychology of Leaders and Leadership is a scholarly publication sponsored by the Society of Psychologists in Leadership and published by APA. Psychology of Leaders and Leadership authors benefit from exceptional support, knowledge, and resources and enjoy a worldwide exposure: All articles published in Psychology of Leaders and Leadership are included in [PsycInfo®](#) and [PsycArticles®](#), the most comprehensive and widely used psychological databases in the world.

Additional information about the journal, including guidance for authors, is available on the [Psychology of Leaders and Leadership homepage](#).

All manuscripts must be submitted electronically through the Psychology of Leaders and Leadership [submission portal](#) using the “Special Issue” article type. All papers will be peer reviewed, and authors should note that submission to this special issue does not guarantee acceptance.

Deadline for submission of papers is June 15, 2023.

Questions should be directed to Guest Editor [Megan Gregory](#) or to the Journal Coeditors [Beth Blickensderfer](#) and [Elizabeth Lazzara](#).

# CALL FOR PAPERS

## **Cultural Adaptations to Evidence-Based Interventions and Practices in Psychology A Special Issue of School Psychology**

### **Guest Editors:**

- Kamontá Heidelberg
- Patrice M. Leverett

**Submission Deadline: June 20, 2023**

### **Details**

With the increasingly culturally diverse student population in schools across the United States, educators must implement evidence and strength-based, culturally responsive interventions to support students' positive development and equitable outcomes in schools (Jagers et al., 2018; Heidelberg & Collins, 2022; Parker et al., 2020). According to the American Psychological Association, evidence-based practices in psychology (EBPP) integrate the "best available research with clinical expertise in the context of patient characteristics, culture, and preference" (American Psychological Association Presidential Task Force on Evidence-Based Practice, 2006, p. 273). As a result, to maximize the effectiveness of EBPP in meeting the unique needs of culturally diverse students, EBPP must be adapted to ensure they are culturally responsive to the students they intend to serve. Unfortunately, despite the dire need for culturally responsive EBPP to support students in schools, there remains to be limited research regarding intentional cultural adaptations made to EBPP to support equitable outcomes for culturally diverse students in schools (Graves et al., 2021).

This special issue of School Psychology aims to promote scholarship regarding intentional cultural adaptations made to evidence-based interventions and practices in psychology to support culturally diverse students in schools. We invite papers that utilize knowledge with theory and information about a particular cultural group (i.e., race, disability, sexual orientation, gender, religion, social class, age) to inform, develop, revise, and test cultural adaptations made to social, behavioral, emotional, and academic interventions and supports for a target population of students.

Therefore, various manuscript types are sought, including, but not limited to: theoretical, conceptual, and methods papers; qualitative, quantitative, and mixed methods investigations; systematic & meta-analysis research reviews; and data-based position papers or commentaries/analytic essays.

The goal is to expand the research regarding culturally responsive, evidence and strength-based interventions and practices to support equitable outcomes for culturally diverse students. Therefore, given the noticeable lack of scholarship regarding cultural adaptations made to support racial/ethnically minoritized students, manuscripts that include cultural adaptations for racial/ethnic minoritized students, particularly Black students, will be prioritized.

Manuscript length for the special issue will be determined based on the quality and number of proposals but is targeted to be within the journal standard of 7500 words, including all tables, figures, and references. Submitted manuscripts will be given blind peer review, per usual journal policy, before a final decision on publication.

Drs. Kamontá Heidelberg & Patrice M. Leverett will edit the special issue, which is anticipated to appear in March 2024.

### **Important dates**

- Submissions due: June 20, 2023
- Revisions sent back to authors: September 30, 2023
- Revised manuscripts due: October 30, 2023
- Final decisions sent: December 30, 2023
- Anticipated publication date: March 2024



# CALL FOR PAPERS

## Psychology Leadership in Public Sector Settings A Special Issue of Psychological Services

**Guest Editors: Dee Ramsel**

**Submission Deadline: June 30, 2023**

### **Details**

The editorial staff at APA Division 18's journal, *Psychological Services*, is inviting manuscripts for a special issue on psychology leadership in public sector settings. Our guest editor for this special package is Tiffanie Fennell, PhD, ABPP.

In addition to the typical roles of psychologists (e.g., clinical services, consultation, teaching, research), many psychologists take on leadership roles (e.g., department chair, clinic director, training director) in their settings. Psychologists' skillsets position them well to lead people, including interpersonal communication skills, change management, and sensitivity to ethical practice. While many leadership texts exist, little is known about psychology leadership in public service settings.

This special issue seeks manuscripts broadly related to psychology leadership in public service settings with a focus on expanding our current knowledge base in such areas as:

- Leadership theory applied to public sector settings and intentionality
- Diversity in leadership—advancing DEI efforts, diverse perspectives in leadership (e.g., psychologists of color, women, LGBTQ+)
- Ethical challenges in leadership
- Leaders implementing new programs using science-based change management principles
- Leadership development training, coaching and mentoring programs (e.g., outcomes, competencies)
- Ensuring organizational health (e.g., employee engagement, psychological safety and civility) in the workplace as well as addressing burnout and wellness in leadership

- Brief leadership stories—across the career continuum—leadership lessons in public sector psychology (e.g., APA involvement, career transition leadership points), unique leadership roles for psychologists

#### Submission details

APA Division 18 (Psychologists in Public Service) welcomes manuscripts related to public sector work settings, including but not limited to:

- law enforcement and public safety
- criminal justice, including courts, prisons and prison reentry programs
- educational systems at all levels
- hospitals and community clinics
- Indian Health Services and
- Department of Veterans Affairs

The deadline for receipt of papers for this special section is June 30, 2023.

Please follow the [Instructions to Authors information](#) located on the Psychological Services homepage. Manuscripts must be submitted electronically through the [Manuscript Submission Web Portal](#).

Please specify in your cover letter that the submission is intended for the special section on Psychology Leadership in Public Sector Settings and address your letter to Dee Ramsel, PhD, MBA, associate editor.

All papers submitted will be initially screened by the editorial board and then sent out for blind peer review, if evaluated as appropriate for the journal.

For further questions related to this special section, please [contact Ramsel](#).





# CALL FOR PAPERS

## Family Conversations in the Context of the COVID-19 Pandemic A Special Issue of Developmental Psychology

### Guest Editors:

- [Jennifer Bohanek](#)
- [Ashley Groh](#)
- [Diana Leyva](#)

**Letter of Intent Submission Deadline: July 10, 2023**

**Potential Contributors Contacted: September 11, 2023**

**Invited Manuscripts Submission Deadline: January 8, 2024**

### Background

The COVID-19 pandemic was a unique context, in that it was an extended event during which parents and children were required to spend large amounts of time together at home sheltering in place due to lockdowns and quarantine and were restricted from engaging in many everyday activities. Research has established that the COVID-19 pandemic has had both short-term and ongoing effects on children and families (Gassman-Pines et al, 2020; Penna et al., 2023; Silk et al., 2022). Furthermore, the pandemic affected different populations in very different ways depending on social, economic, and health disparities (Maffly-Kipp et al., 2021; Rao & Fisher, 2023; Saltzman et al., 2021).

Past research has revealed the important role parental reminiscing has in helping children better understand and derive meaning from life events (Fivush, 2019). Moreover, several decades of research on parent-child conversations has shown that sensitive, supportive conversation styles can help children understand and cope with negative experiences (Bird & Reese, 2006; Fivush et al., 2003; Koh & Wong, 2021), including traumatic events such as natural disasters and health stressors (e.g., Ackil et al, 2003; Noel et al., 2019; Sales & Fivush, 2005). Although the importance of family conversations surrounding negative experiences has been recognized, it is largely unknown whether or how parents engaged their children in conversations in the context of the COVID-19 pandemic. An in-depth examination of family conversations during the pandemic may provide critical insight into how families and children coped during this time, as well as insight into how they are coping with more long-term consequences.

Several researchers, realizing the enormity of the historical moment, began collecting data on family conversations during the pandemic. Bringing together multiple research findings in one place would benefit the field in terms of theoretical implications, and more importantly, in terms of implications for application and intervention.

## **Details**

For this special issue, we invite submissions of empirical studies that examine family conversations with children/youth in the context of the pandemic. We are especially interested in research that examines the role of family conversations in children's coping with the pandemic and adjustment; longitudinal investigations of stability and change in family conversations prior to and/or during the pandemic; and investigations of the role of family and contextual factors that contribute to variation in the content and process of family conversations during the pandemic. We emphasize that submissions should consider the role of family conversations in ways that reflect the complexity and nuance of developmental processes during this unique time. We welcome submissions that are quantitative or qualitative in nature, and that employ established or novel coding approaches to capture the richness of conversational data. Given the prolonged and evolving nature of the pandemic, we expect that the timing of family conversations might vary across studies, including for example, family conversations during the most critical part of the pandemic (2020–21), as well as conversations that took place after this critical period (e.g., reminiscing about the early part of the pandemic). We are interested in showcasing research that includes direct observations of family conversations and are anticipating that multiple creative methods of data collection (e.g., via Zoom) may be represented. However, research employing other approaches (e.g., parent reports of discussions with children about the pandemic) may be considered.

This special issue is aligned with the strong commitment to diversity, equity, and inclusion of the journal of Developmental Psychology. Accordingly, we encourage submissions comprising samples that vary in terms of parent gender; race/ethnicity; socioeconomic background; country of origin; child/familial risk arising from health or social vulnerabilities; and other factors. In addition, we encourage submissions from authors who are historically underrepresented in psychology and related disciplines. Contributors are also highly encouraged to review and reference extant literature from diverse researchers and institutions.

## Submission details

Authors who plan to submit a manuscript for the special issue are asked to submit a letter of intent by July 10, 2023, that includes:

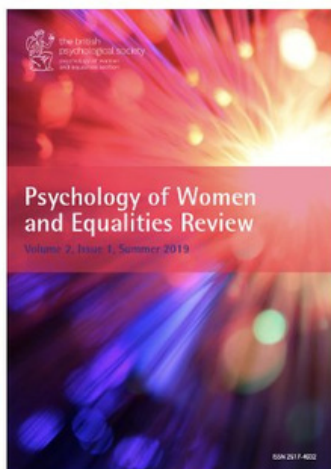
- tentative title;
- contact information and corresponding author;
- names and affiliations of anticipated authors;
- brief description of the study (500 words or less structured as background, method/sample, and proposed analyses or results);
- a brief explanation (two sentences) of the perceived fit between the submission and the themes described;
- brief description of the status of the project to ensure fit with the special issue timeline (i.e., data collection underway; data are already collected and in-hand; analysis underway; 200 words or less).

The guest editors will review letters of intent for fit with the section and work to provide the broadest representation of high-quality papers. Letters of intent should be sent as Word documents to [Jennifer Bohanek](#), [Ashley Groh](#), and [Diana Leyva](#). In the accompanying email, please include in the subject line “Special Section on Family Conversations during Pandemic”. Following a review of received letters, potential contributors will be contacted by September 11, 2023, to submit full manuscripts. Invited manuscripts will be due by January 8, 2024, via Developmental Psychology’s [submission site](#) and will be subjected to full peer review.

Questions concerning the substance of submissions should be directed to [Jennifer Bohanek](#), [Ashley Groh](#), and [Diana Leyva](#).



# CALL FOR PAPERS



## Psychology of Women & Equalities Review

### **BPS Psychology of Women & Equalities Review Special Issue on Coercive Control Call for Papers**

As a result of sustained campaigns from scholars and organisations such as Women's Aid, coercive and controlling behaviour became recognised by the UK government as a criminal offence in England and Wales in the Serious Crime Act 2015. In 2018 the Domestic Abuse (Scotland) Act and Domestic Violence Act in Ireland were passed, which also categorised coercive control as an offence. Coercive or controlling behaviour is defined under this legislation as behaviour that *'does not relate to a single incident, it is a purposeful pattern of incidents that occur over time in order for one individual to exert power, control or coercion over another'*.

Since the criminalisation of coercive control, the number of recorded offences has risen year by year in England and Wales. In 2016/17 there were 4,246 recorded cases, and in 2021/2022 there were 41,626 (ONS, 2022). Criminalising coercive control was a significant change in the UK, as it marked attempts to address gaps in criminal law and protect victim-survivors. However, the criminal justice system is not always adequate to address the level of complexity involved in identifying and addressing coercive control. Criminalisation indicates a focus on 'extreme' forms of violence and directs attention away from power structures which underpin, characterise, and enable everyday abuses, meaning criminal justice responses are often inadequate, inappropriate and retraumatising. In addition, there is a long-standing history of victim-survivors being failed by attempts to address violence using a carceral framework, and it is important to note that not all victim-survivors want to seek resolution via a criminal justice route. Many victim-survivors of intimate partner abuse will nonetheless find themselves navigating the justice system post-separation, but through the civil route of Family Court, which addresses issues of child contact and financial divorce settlements. In this civil arena, victim-survivors are often failed for the same reasons. Most problematic is that Family Courts have been found to hold a 'contact at all costs' ideology; because of this, abusive partners are likely to be awarded contact, even when this may be dangerous, and even when abusive partners are using the justice system as a way to further maintain control over the victim-survivor.

We invite papers that engage with the topic of coercive control in the context of domestic abuse, which is inclusive of intimate partner and familial abuse. This Special Issue will aim to promote



discussion and sharing of ideas, research, and experiences amongst the wider international community of researchers, academics, activists and practitioners/service providers who are engaged in the domestic abuse field.

We are interested in submissions that draw on feminist, queer, anti-carceral, and intersectional theories, and that conceptualise domestic abuse as located within power relations and inequalities. We understand that such power relations produce and compound violence and abuse and are marked by multiple intersections of power and oppression. This Special Issue will locate domestic violence within gendered power relations and patriarchal structures, and we particularly welcome submissions that attend to and/or examine the experiences of people from marginalised or minoritised identities or communities. For example, we are interested in submissions that explore intersections such as sexuality, gender, disability, culture, faith, and/or ethnicity and race.

We welcome contributions from a range of disciplines, including from authors who are practitioners, service providers, policy makers, researchers, and/or authors engaged in activist work. We welcome a range of submission types including traditional articles, observations, commentaries, research in progress papers, interviews, research notes, reflective pieces, and creative writing pieces.

We encourage submissions that engage with the following:

- Feminist, queer, trans, and intersectional approaches to the study of, and/or work in, the field of coercive control
- Articles with a focus on practice or service provision focused work (e.g., specialist domestic abuse services, medical settings, legal settings, counselling, psychotherapy, community, health or social care services)
- Anti-carceral and alternative approaches to the criminalisation of coercive control
- Critical approaches (e.g., engaging with issues around marginalisation, power and oppression, and/or intersectionality)
- Methodological and/or ethical issues related to conducting coercive control research
- Perspectives around justice in the context of coercive control
- Activist work
- Policy and legislation

The editorial team for this Special Issue includes Dr Tanya Beetham, Dr Emma Turley, and Lois Catrin Donnelly.

### How to submit

All submissions should be emailed to Tanya Beetham ([tanya.beetham@open.ac.uk](mailto:tanya.beetham@open.ac.uk)) by **28 July 2023**. All articles (excluding creative works) will be peer reviewed.

Please note, by submitting a manuscript, you will also be invited to peer review other submissions.

Submissions should be a maximum of **8,000 words** excluding references.

Book reviews should be **750-1000 words** including references.

# CALL FOR PAPERS

## Time in Stigma and Health Research A Special Issue of Stigma and Health

### Guest Editor:

- Valerie A. Earnshaw
- Annie B. Fox

**Submission Deadline: August 1, 2023**

### Details

Stigma is constantly changing. Stigma changes at the societal level: it waxes and wanes over the course of history. For example, although stigma towards lesbian, gay, bisexual, transgender, and queer (LGBTQ+) people has generally been decreasing in the United States over the past several decades, there has been a recent upsurge in structural stigma (i.e., anti-LGBTQ+ legislation) targeting youth in several states.

Stigma changes with human development: individuals are more or less vulnerable to stigma at certain developmental stages. For example, evidence suggests that childhood and adolescence are sensitive periods for stigma, or times when experiences of stigma can be particularly harmful.

Moreover, some stigmatized statuses change over time: they evolve in ways that place individuals at risk of more or less frequent and harmful experiences of stigma. For example, emerging research suggests that internalized HIV stigma is particularly high immediately following HIV diagnosis, and then decreases in the months that follow.

Despite the inherent fluidity of stigma, our theories, research, and interventions typically treat associations between stigma and health as stagnant. They often do not answer questions of: how are experiences of stigma changing over time, when are experiences of stigma most harmful to health, and when should interventions be targeted to most effectively address stigma and improve health? Yet, recent calls from the stigma (Earnshaw et al., 2022; Gee, Hing, Mohammed, Tabor, & Williams, 2019) and health disparities (Jones et al., 2019) literatures emphasize the importance of accounting for time to better understand and address stigma and health disparities.

Stigma and Health is therefore hosting a special issue focused on the role of time in stigma and health research.

We seek high-quality manuscripts that consider associations between stigma and health in relation to three timescales:

- structural change: possible topics include characterizing changes in structural-level stigma over time, including how these changes impact individual-level experiences of stigma and health outcomes;
- human development: possible topics include identifying sensitive periods for stigma, and characterizing how experiences of stigma change over the life course and impact health; and
- stigma course: possible topics include studies of how experiences of stigma, and associations between stigma and health, evolve as stigmatized statuses are gained or lost.

We are also interested in manuscripts that integrate multiple timescales (e.g., consider changing status courses over the span of human development). Moreover, we encourage articles that leverage diverse quantitative, qualitative, and mixed-methods that are well-suited to exploring change over time (e.g., longitudinal methods, life course histories), but will also consider cross-sectional methods if the authors have given thoughtful attention to the role of time in their analyses.

Studies investigating interventions tailored to specific time periods are welcome.

The guest editors are Valerie A. Earnshaw, PhD, of the Department of Human Development and Family Sciences, University of Delaware and Annie B Fox, PhD, of the School of Healthcare Leadership at the MGH Institute of Health Professions.

All papers will be peer reviewed, and authors should note that submission to this special issue does not guarantee acceptance. Submissions should follow the [standard guidelines](#) for Stigma and Health and be submitted through the [manuscript submission portal](#).

Deadline for submission of papers is August 1, 2023.

Questions regarding the special issue should be directed to the Guest Editors [Dr. Valerie Earnshaw](#) or [Dr. Annie Fox](#), or to Stigma and Health Editor [Dr. Patrick Corrigan](#).



# CALL FOR PAPERS

## Interpersonal Processes Linking Relationships and Physical Health A Special Issue of Couple and Family Psychology: Research and Practice

Guest Editor: Hayley Fivecoat, PhD

Submission Deadline: August 15, 2023

### Background

Decades of research have supported the notion that happy, healthy relationships are linked to better physical health. For example, being married and in a satisfying marriage is associated with better physical health. Beyond romantic partnerships, supportive family and friend relationships are also associated with better health. The processes by which relationships are linked to health, however, are not as well understood. This notable gap in our scientific understanding of how relationships influence health has made it difficult for healthcare providers to leverage the power of relationships in both preventive healthcare and the management of chronic health conditions.

Special issue aims

We are inviting submissions of scientific papers broadly focused on this topic—the interpersonal processes in couple and family relationships that impact physical health. We are especially interested in papers presenting research that highlight or clarify mechanisms by which relationships influence health, including health practices, health outcomes, and the management of health conditions. We are also especially interested in applied papers that include relationship-based interventions or strategies to impact health, including the use of families and partners in the delivery of healthcare interventions. Papers focused on the couple or family members' experiences when one (or more) individual is impacted by physical health problems are also welcome.

We are particularly interested in submissions of original research for this special issue. While original research will be prioritized, we will also consider systematic reviews or theoretical papers that are novel and add to existing literature. Consistent with all articles published in *Couple and Family Psychology: Research & Practice*, we request that papers for this special issue include a strong emphasis on clinical applications, as well as a theoretical framework. We also strongly encourage submissions that focus on diverse populations and promote social justice and equity in working with couples and families.

This special issue will include six to eight articles plus an introduction to the special issue by the guest editor.

### Submission details

Logistics:

- Manuscripts for this special issue are due August 15, 2023
- Manuscripts should be submitted through the journal's [manuscript submission portal](#) using the "Special Issue Article" type.
- Specify in the cover letter that the submission is intended for the special issue.
- Follow the journal's Instructions to Authors for information about how to prepare an article, which can be found on the journal's [web page](#).

All papers will be initially screened by the editor, and papers that fit well with the theme of this special issue will be sent out for blind peer review.

Questions regarding the special issue should be addressed to the guest editor, [Hayley Fivecoat](#), PhD.



# CALL FOR PAPERS

## **Toward a Critical Study of Boundaries in and around Organizations A Special Issue of Gender, Work, and Organization**

### **Guest Editors:**

- Stephanie Schreven, University of Dundee School of Business
- Lotte Holck, Department of Organization, Copenhagen Business
- Laura Dobusch, Johannes Kepler University
- Linz Koen Van Laer, SEIN, Hasselt University
- Gazi Islam, Grenoble Ecole de Management and IREGE

### **Submission Deadline: August 31, 2023**

"This "bordering" of possibilities constitutes in actuality not a limit but a threshold that rewrites community as a reciprocal relation of contact and exposure."  
Gkertzou, 2014, p. 25

Recent scholarship continues to show how workplaces accumulate and perpetuate intersecting inequalities related to gender, race, class and other axes of difference (Amis et al., 2020; Romani et al., 2021; Van Laer et al., 2021). A core element in the reproduction of these inequalities are processes of social group formation involving boundary drawing (e.g., Heracleaous, 2004; Lamont & Molnár, 2002; Langley et al., 2019). As a 'cut' separating inside from outside, drawing boundaries creates access to or exclusion from privileges and social status (Dobusch, 2021). Whether boundary drawing is explicit, in cases of in-group/out-group labels, or implicit, in the lack of recognition or social invisibility of out-group 'others', it is connected to forms of inclusion and exclusion that have important consequences for the (re)production of intersecting inequalities (Dobusch, 2017; Van Laer et al., 2021).

Meanwhile, extant literature on organizational boundary making (cf., Langley et al., 2019; Ybema et al., 2012) has highlighted that boundaries are fluid and provisional and that organizational members negotiate boundaries to construct particular identities. Yet, this focus on individual agency underestimates the unequal distribution of the ability to draw and deconstruct boundaries. For instance, the sexualization of women in certain branches of the service sector collapses the boundaries between personal and working life without the individual consent of the women workers (Brunner & Dever, 2014).

The nature and experience of boundaries is thus always politically charged (Glimmerveen et al., 2019), not only involving power inequalities related to social identity categories such as gender, dis- /ability, ethnicity or race but also organizational politics around departmental, professional and hierarchical contests (e.g., Azambuja et al., 2022; Bucher et al., 2016). Nevertheless, studies of boundary making rarely take into account the political processes by which organizational boundaries construct, stabilize or contest structures of power and related intersecting inequalities (cf., Essers & Benschop, 2009; Sage et al., 2016; Van Laer & Janssens, 2014).

Acknowledging inequalities and political processes, it becomes evident that power struggles over access, and the privileges and advantages inclusion bestows, shape boundary drawing and fixing. Consequently, boundary drawing is caught up in, for instance, gender, class and race relations and is part of the micro-politics that constitute asymmetrical social orders (Pereira, 2019; Shirley, 2010). These orders are more generally shaped by contextual understandings of 'difference' and 'normality' that reflect and reproduce historic discourses and entrenched social, geopolitical, and economic inequalities (Van Laer & Zanoni, 2020). A very recent example is the blurring of boundaries between work and home due to the COVID19 outbreak and governmental lockdowns, affecting predominantly mothers and primary caretakers in juggling the increased childcare and work duties (Otonkorpi-Lehtoranta, et al. 2021). As a result, being caught on the 'wrong side' of a boundary can reduce opportunities for material prosperity and social recognition (Johansson & Lundgren, 2015) and even the acknowledgement of one's full humanity (Haslam, 2006). When applied to the construction of economic barriers, gender and racial exclusions, or geopolitical frontiers and margins, processes of boundary drawing can even have life or death consequences that have until now been largely absent from the organizational literature on boundaries.

At the same time, the feminist literature reminds us that notions of 'borderline discourse' mark the limits of discourse, the possibilities of poetics, and the irruption of the body from the symbolic order (Kristeva, 1983). This means that boundary drawing is ambivalent, and may be used to resist the reproduction of inequalities. Boundaries can protect as well as lockout (Ferreira, 2005), enable as well as constrain (Hernes, 2003). For example, boundaries can be established to create 'third spaces' for alternative ways of being (Islam, 2015), and can enable – even constitute – forms of inclusion. As boundaries being ambivalent they can also offer protection from the powerful, offering spaces of safety for those in positions of vulnerability (e.g., in cases of sexual harassment).

Attempts to promote organizational inclusion may insist on boundaries (for instance, certain forms of equal opportunity policies), critiquing forms of 'diversity-blindness' as cynically disavowing existing inequalities (Apfelbaum et al., 2012). Yet, scholars have also noted that the reification of boundaries may lead to essentializing group differences (Wilton et al., 2019), trapping subjects in categories that deny them agency (Dobusch et al., 2021). Faced with the devil's bargain of ignoring versus essentializing differences, actors must find new ways to navigate boundaries to promote the development of diverse – yet interconnected – forms of life (Bridges et al., 2021; Plotnikof et al., 2022). Such navigations of ambivalence require sensitivity to the different shapes and effects of boundaries depending on their porosity, their visibility, and their malleability (Azambuja et al., 2022).

On the whole, boundaries are thus central to understanding processes of inclusion and exclusion. Furthermore, boundary drawing requires resources (discursive, economic, symbolic,) such that struggles over boundaries channel struggles over resources in complex ways. This Special Issue aims to contribute to grounding a critical literature around organizational boundaries by providing a platform to further discuss these ambivalent roles and effects of boundaries. We are particularly interested in contributions that focus on the way boundary drawing in and around organizations relates to forms of inclusion and exclusion by exposing questions of power: Who is in a position to draw, resist and contest boundaries? Who benefits and suffers from these boundaries? Hence, this special issue of *Gender, Work & Organization* calls for contributions to advance theoretical, empirical and methodological understandings of the relationship between boundaries and forms of inclusion and exclusion, with an emphasis on the critical, social and power-laden aspects of boundary drawing within organizations. We welcome submissions from multiple epistemological and disciplinary orientations, drawing a 'wide boundary' around the theme of boundaries. Thus, we invite submissions that challenge and expand the boundaries of our thinking about boundaries, placing us on the threshold of new ways of thinking about boundaries, a space of possibilities.

Possible research questions for the SI include, but are not limited to the following:

- How to theorize and systematize different approaches towards boundaries? How do different onto-epistemological stances impact our understanding of boundaries and boundary drawing?

- How do different kinds of boundaries (e.g., related to gender, ethnicity, class) intersect to (re)produce inequalities and what are the possibilities for resistance moments to work across such boundaries?
- How do HR policies and diversity management practices draw, negotiate or reinforce boundaries around and across workplaces?
- How can boundary drawing act as a tool of management, its governmentality and relation to normative control?
- What kinds of internal and external boundaries are just and/or desirable in organizations?
- Under what circumstances does resistance to exclusionary boundary drawing create new classes of excluded groups and new minorities?
- Can leadership play a role in challenging exclusionary boundaries and promoting equality, and if so, what kinds of leadership?
- How does micro-level boundary drawing at the level of everyday practice relate to macro-level boundaries, such as the militarized borders of sovereign states or the structural borders between social categories?
- What are the political stakes around recent discourses challenging inclusion and reestablishing boundaries that appeared to have become more fluid, such as rightwing nationalism, anti-feminist discourses, discourses against trans-rights or discourses challenging so-called wokeness?
- How do wider social discourses and ideologies such as neoliberalism, consumerism and meritocracy impact on organizational practices aimed at upholding or removing exclusionary boundaries?
- How are (e.g., global or historic) boundaries (re-)drawn by management to exploit different groups of workers?
- What are the political stakes around recent discourses of inclusion, in terms of "inclusion IN what" and "inclusion FOR what ends"? On what implicit and explicit forms of boundary drawing do these discourses rely on?
- How are boundaries between human and non-human actors drawn, and what are the political stakes of resulting distinctions (e.g., culture-nature, human-machine)?
- What are the forms of innovative engaged methods to study boundary drawing and its intersection with inclusion/exclusion dynamics in and around organizations?
- What are positive effects of boundary drawing? Do inclusionary forms of boundary drawing show inherently different qualities than exclusionary forms?

## Submission Instructions

Submissions should be made electronically through the Submission System: <https://submission.wiley.com/journal/gwao>. Please refer to the Author Guidelines at:

<https://onlinelibrary.wiley.com/page/journal/14680432/homepage/forauthors.html> before submission.

Please select the 'Original Article' as the article type on submission. On the Additional Information page during submission, select 'Yes, this is for a Special Issue' and the relevant Special Issue title from the dropdown list.

For questions about the submission system please contact the Editorial Office at [gwooffice@wiley.com](mailto:gwooffice@wiley.com).

For enquiries about the scope of the Special Issue, please contact Stephanie Schreven ([s.schreven@dundee.ac.uk](mailto:s.schreven@dundee.ac.uk)) and/or Laura Dobusch ([laura.dobusch@jku.at](mailto:laura.dobusch@jku.at)) directly.

**Deadline for Submission: 31 August 2023**

Empowered  
Women  
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Women





# CALL FOR PAPERS

## **Towards Gender, Work, & Organization's 30th Anniversary**

### **Feminist Frontiers Anniversary Issue: Feminist Futures in Gender, Work, and Organization Studies**

**Guest Editors:** Anna-Liisa Kaasila-Pakanen, Bontu Lucie Guschke, Dide van Eck, Lydia Martin, Emmanouela Mandalaki and Alice Wickström

**Submission Deadline: September 15, 2023**

Since its birth, the Feminist Frontiers (FF) section has been devoted to advancing cutting-edge feminist knowledge in the fields of gender, work and organization studies. To celebrate the 30th anniversary of Gender, Work & Organization, we are calling for contributions for a special issue on 'Feminist Futures'. The issue will consist of 30 papers (for 30 years), especially welcoming the writing of early career researchers, including PhD students, interested in feminist thought and research on gender. With the issue, we hope to challenge prevalent hierarchies of knowing and doing, both within and outside of academia, by drawing inspiration from and building on feminist works across differences, contexts and geographies (e.g., Anzaldúa, 1986; Mohanty, 1988; Butler, 1990; Lugones, 1990; Harding, 1993; Hartsock, 1998; Collins, 2000; hooks, 2000; Calás and Smircich, 2006; Berlant, 2011; Ahmed, 2017; Fotaki and Harding, 2018; Evaristo, 2019; Bell et al., 2020; Benschop, 2021). In the spirit of the Feminist Frontiers section, we seek interpretive, critical, disruptive and reflexive work that challenges normative ways of/in/through thinking and knowing. We invite you to bring forth your boldest, most creative, thought- and sense-provoking, explorative work to the section to represent feminist future/s of GWO.

Questions to consider might be, though not limited to: What are the phenomena in work and organization studies that need more feminist attention and consideration? What feminist theorists (and theories, methodologies and epistemologies) have, thus far, not been granted sufficient attention and development? What methods and methodologies can be further developed using feminist sensibilities and inspirations? Which voices remain marginalized within and beyond the strands of feminist theorizations in management and organization studies?

What can we learn from feminist voices of the global south and indigenous communities when it comes to transforming the conditions of social, political and organisational life? How do colonial constructs influence the ways in which gender and sexuality are conceptualized, understood, and organized? How can queer theory help trouble, reframe and reorganize organizational relations? How can transnational feminist thought account for differences across geographies, contexts and experiences, for what remains in-between? How can eco-feminism and feminist new materialism help us organize for social and environmental justice? And how might feminist theories and perspectives push us to rethink dominant epistemologies and reimagine alternatives in how we engage with our academic work?

We welcome full papers, short papers, alternative or embodied narratives in varied formats that advance feminist theories and methodologies and/or serve as expressions of feminist activism in novel, creative and/or provocative ways. We also welcome expressions of interest for reviewing submissions. Together, we hope to nurture scholarly ground and develop community for feminist research to continue to thrive in the years to come.

We would like to encourage authors interested in contributing to the issue to contact Emmanouela Mandalaki at [emmanouela.mandalaki@neoma-bs.fr](mailto:emmanouela.mandalaki@neoma-bs.fr) and share your preliminary idea.

**The deadline for the final submissions is September 15th 2023.**

Please do reach out if you need any additional clarifications.

In care and solidarity, Anna-Liisa Kaasila-Pakanen, Bontu Lucie Guschke, Dide van Eck, Lydia Martin, Emmanouela Mandalaki and Alice Wickström

### **Submission Instructions**

Submissions should be made electronically through the [Submission System](#). Please refer to the [Author Guidelines](#) before submission. Please select the 'Original Article' as the article type on submission. On the Additional Information page during submission, select 'Yes, this is for a Special Issue' and the Special Issue title from the dropdown list, 'Feminist Frontiers Anniversary Issue'. For questions about the submission system please contact the Editorial Office at [gwooffice@wiley.com](mailto:gwooffice@wiley.com).

**Deadline for submissions: September 15th 2023.**

# CALL FOR PAPERS

## **Beyond the Generic Brown; South Asian and Arab People in the Workplace A Special Issue of Consulting Psychology Journal**

**Guest Editors:** Dr. Lubna Somjee and Dr. Rehman Abdulrehman

**Submission Deadline:** September 30, 2023

**Submission Website:** <https://www.editorialmanager.com/cpb/>

This is a call for papers for a special issue for the Consulting Psychology Journal, focusing on the South Asian and Arab community, entitled, Beyond the generic Brown; South Asian and Arab people in the workplace.

Topics addressing all intersecting identities from these two communities, be it religion, sexuality, gender, and ethnicity, will be open to being addressed, from the perspective of the impact of these issues on a work and leadership perspective.

### **Guest editors**

- Dr. Lubna Somjee
- Dr. Rehman Abdulrehman

### **Background**

Following 9-11, rates of Islamophobia and hate crimes against anyone perceived to be Muslim skyrocketed. This included both Arab and South Asian people, regardless of religious or cultural affiliation. These two communities have been consequently negatively affected in many areas of their life, including work, often negatively portrayed, unless fitting the stereotype of the good immigrant. Xenophobia particularly impacts these communities.

With South Asian and Arab people (regardless of any intersecting identity) having faced discrimination well before the occurrence of 9-11, that single event further culminated the single lens through which people from these communities are seen, blurring together heterogeneous and distinct groups of people into a single brown blur, whose values and ideologies were assumed, and whom discrimination in all forms was justified and even legalized as acts against terror.

These forms of discrimination had profound impacts on the workplace. Examples include the instatement of bill 21 in Quebec Canada, preventing Muslim women from wearing the hijab should they work in a civic job, but also increased hate crimes against Sikh men and women.

## **Details**

This special issue for the Consulting Psychology Journal aims to begin to clarify the unique and intersecting issues tied to both the Arab and South Asian community with respect to work, and relative lack of representation in leadership. Moreover, it aims to address issues from these communities in the professional work world, as local to North American and western countries. Papers can address commonalities between communities but also unique differences.

To understand and respond to the systemic racism in the workplace, toward employees and leaders, this special issue of the Consulting Psychology Journal will focus on the experience and needs of Arabs and South Asians specifically, with the goal to achieve outcomes:

- educate and inform consultants, human resources professionals and anyone in the business world about important issues tied to the psychology of work for the South Asian and Arab communities and leadership;
- help validate the experiences of those individuals from these two communities to help promote growth and opportunity through a better understanding of issues tied to these communities;
- approaches to growing and retaining Arab and South Asian leaders;
- best practices in coaching this population; and
- training considerations in coaching or consulting when addressing issues Arabs and South Asians face.

We are seeking both quantitative and qualitative papers that address the topics that include but not limited to topics below:

- general issues impacting South Asian and Arab professionals;
- concerns of being often overlooked/invisible;
- the presence or absence of more South Asian and Arab leaders;
- intersectionality on issues of religion, gender, LGBTQ status, and the impact of those on professionals;
- conflation of these two groups into a single identity;
- issues impacting this population within various industries;
- addressing stereotypes;
- leadership programs for this population/ways to support growth towards leadership;
- eurocentric notion of leadership and professionalism;

- cultural issues/barriers for Arab and South Asian leaders the North American work place;
- problems with Islamophobia;
- The Good Immigrant effect;
- pros and cons of passing as white as a fair skinned Arab or South Asian in the work world;
- internalized racism and colonialism;
- ongoing issues of orientalism in the modern workplace; and
- cultural influences on influential leadership.

Submit articles through the journal's [submission portal](#) using the Special Issue Article type. For complete submission format guidelines on please visit the [journal homepage](#).

Questions? Please contact guest editors [Dr. Lubna Somjee](#) and [Dr. Rehman Abdulrehman](#)



# CALL FOR PAPERS

## Untoward Effects of Anti-Stigma Campaigns and Interventions A Special Issue of Stigma and Health

### Guest Editors:

- Jason T. Siegel
- Marco Yzer

**Submission Deadline: December 1, 2023**

### Background

Anti-stigma media campaigns and interventions can empower the stigmatized and change perspectives of those who would otherwise stigmatize. There are myriad examples of mass media anti-stigma campaigns and interventions that have successfully changed how people from various occupations and ethnic groups, people experiencing different disorders and ailments, and people of varying physical appearances are accepted and embraced. Such efforts deserve to be celebrated; however, the unanticipated effects of anti-stigma campaigns and their possible adverse effects also need consideration.

Too often, it is assumed that the worst-case scenario for anti-stigma campaigns and interventions is that it does not reduce a specific stigma. Unfortunately, this is not the case, and there are numerous instances of anti-stigma campaigns harming the very groups they sought to assist. Even though individuals implementing anti-stigma campaigns and interventions have pro-social intentions, that does not eliminate the possibility of anti-stigma campaigns unintentionally introducing new stigmas, increasing self-stigma, or causing harm through other means.

Prior publications have pointed out how anti-stigma efforts can have untoward outcomes (e.g., Corrigan, 2018). However, mass media anti-stigma campaigns and interventions across various domains are often implemented without considering unintended consequences. The creed of first doing no harm must be as accepted among anti-stigma professionals as it is among medical doctors.

## Details

To highlight the problem of, and hopefully begin to derive solutions for, unintended effects of anti-stigma campaigns, Stigma and Health is hosting a special issue highlighting the existence, prevention, and measurement of untoward effects of anti-stigma campaigns and interventions. We hope that submissions will focus on a variety of stigmatized populations. We are also willing to consider manuscripts illustrating how health campaigns not focused on stigma can inadvertently increase it.

We seek high-quality manuscripts that:

- Provide quantitative, qualitative, or mixed-method evidence of unintended effects of existing anti-stigma campaigns, including harm caused to stigmatized populations directly (e.g., increasing self-stigma) and indirectly (e.g., increasing public stigma).
- Empirically assess how specific elements of anti-stigma campaigns and interventions can cause unintentional harm (e.g., investigating the interaction of campaign design elements with audience characteristics).
- Empirically assess health communication efforts that do not target stigma but unintentionally negatively influence it.
- Provide theoretically guided frameworks for minimizing the possibility of unintended consequences of anti-stigma campaigns and interventions.
- Conduct theory-guided studies investigating means for minimizing the possibility of unintended consequences of anti-stigma campaigns and interventions.
- Illustrate unique methodological approaches that can be implemented in pre-launch phases to minimize the possibility of untoward effects.
- Illustrate unique methodological approaches that can be implemented to measure unintentional outcomes post-launch.

The guest editors are Jason T. Siegel, PhD of the Division of Social Science, Policy, and Evaluation, Claremont Graduate University, and Marco Yzer, PhD of the Hubbard School of Journalism and Mass Communication, University of Minnesota. Please contact the guest editors with any questions. Manuscripts should be submitted through the [journal's online submission portal](#) and identified in the submission letter as a manuscript for this special issue (Untoward effects of anti-stigma campaigns and interventions).

Submissions are due **December 1, 2023**. Papers considered appropriate for the special issue will be peer-reviewed, and authors should note that submission to this special issue does not guarantee acceptance.



# CALL FOR PAPERS

## **The Future of the Psychology of Men and Masculinities** **A Special Issue of Psychology of Men & Masculinities**

**Submission Deadline: December 31, 2023**

### **Background**

Psychology of Men and Masculinities (PMM) invites manuscripts for a special issue entitled, "The future of the psychology of men and masculinities." The editors, comprising the editor and associate editors of the journal, are interested in conceptual and review papers that address the scientific future of the psychology of men and masculinities. Conceptual papers articulate new theories, frameworks, constructs, and/or ideas, while review papers synthesize and evaluate a body of scholarship on a particular topic.

In contrast to empirical studies, which adopt a more granular approach to scientific progress, conceptual and review papers "provide a bird's eye view of a particular topic, raise provocative questions, and help shape the direction of future empirical work by proposing research questions and designs that inspire new programs of research (Wong, 2022, p. 2). Authors of both conceptual and review papers should not only summarize the literature but adopt an evaluative stance (e.g., reconcile conflicting findings, question assumptions, highlight strengths and limitations, integrate diverse bodies of literature, etc.) throughout their manuscripts. Given our emphasis on the scientific future of the psychology of men and masculinities, authors of both conceptual and review papers are expected to provide multiple hypotheses and questions that quantitative and qualitative researchers can address in future research.

### **Details**

We are interested in conceptual papers that offer new theories or novel perspectives as well as those that evaluate taken-for-granted assumptions about the psychological study of men and masculinities. We encourage authors to think outside the box and to not be afraid to push the envelope as long as their work is grounded in the scientific literature.

For instance, despite some advances in applying intersectional perspectives to masculinities (e.g., Rogers et al., 2015), the intersectional notions that race is gendered (e.g., racial stereotypes are laced with gendered elements) and that masculinities are “raced” (e.g., masculine norms in the U.S. include elements of hegemonic Whiteness; Chavez & Wingfield, 2018; Wong & Wang, 2022) are not fully reflected in the dominant, prevailing theories of masculinities within the psychology of men and masculinities. What new theories or theoretical frameworks might emerge if racism and gendered racism were core ideas in the construction of masculinities?

The following is a non-exhaustive list of possible concepts and ideas that can be addressed and evaluated in conceptual papers for the special issue:

- Diverse conceptualizations of masculinities
- Prosocial masculinities
- New theories about men’s social relationships
- Social constructionism vs. essentialism in the psychological study of men and masculinities.
- Theorizing the connections between masculinities and social class
- New approaches to intersectionality and their implications for the psychology of men and masculinities
- Diverse forms of feminism and their implications for the psychology of men and masculinities
- Decolonizing research on masculinities

As for review papers, we are most interested in those that embrace interdisciplinary perspectives (e.g., sociology, public health, neuroscience, media science, organizational behavior, criminology, and education) and/or tackle topics that have not been widely covered in PMM. Review papers on topics and theories that have already been extensively addressed in articles published in PMM will not be a good fit for this special issue. Likewise, we’re less interested in manuscripts that are mainly intended for an audience of practitioners, although we encourage all authors to articulate the practical implications of their scholarship.

The following is a non-exhaustive list of possible topics for review papers in this special issue:

- Masculinities and climate change
- Masculinities and men in the workplace
- Organizational masculinities
- Public health and masculinities
- Rural masculinities

- Masculinities in the media
- Masculinities and religiosity
- Masculinities and food
- Neuroscience and masculinities
- Transgender men
- Men with disabilities
- Male allies
- Male privilege
- Men, masculinities, and migration
- Boys' academic success and failure in schools
- Social policies affecting boys and men

Authors should adhere to the journal's submission guidelines as well as our guidelines on equity, diversity, and inclusion. Authors are also encouraged, although not required, to submit an abstract to the editor (maximum of 250 words) for preliminary feedback before submitting their manuscript.

Manuscripts should be submitted through the journal's website by December 31, 2023.



# CALL FOR PAPERS

## Contributions of Psychological Science to Understanding and Addressing Global Challenges A Special Issue of Canadian Psychology

### Guest Editors:

- Naomi Koerner, Toronto Metropolitan University
- Lindsay McCunn, Vancouver Island University
- Josephine Tan, Lakehead University

**Submission Deadline: December 31, 2023**

### Brief description

The United Nations 2030 Agenda for Sustainable Development is a universal call for action focusing on People, Planet, Prosperity, Peace, and Partnership. The agenda sets out 17 interrelated Sustainable Development Goals (SDGs). As a discipline, psychology is uniquely positioned to address pressing problems reflected in the SDGs, including, but not limited to:

- Human rights
- Climate action
- Global health and well-being
- Responses to international conflict
- Inequalities

The idea for this special issue was first advanced by the Canadian Psychological Association / Société canadienne de psychologie International Relations Committee (IRC). The special issue will demonstrate how psychological science and psychologists have contributed to an improved understanding of global challenges as captured in the UN SDGs. It will also provide an opportunity to engage in reflection and analysis of global challenges and solutions in which psychology as a discipline appears to be less visible but stands to make substantive contributions.

Submissions may include:

- Systematic reviews
- Literature reviews
- Empirical studies (i.e., high-powered multi-study projects, meta-analyses, or data drawn from large ongoing projects)

- Qualitative and mixed-methods studies
- Articles discussing pedagogy in global and international psychology, professional issues related to addressing global challenges, and policy solutions to challenges of global relevance

Submissions from multiauthor international teams and/or interdisciplinary groups are especially welcome.

### Timeline and submission details

- Manuscripts may be submitted in French or in English.
- Manuscripts must be prepared according to the journal's formatting instructions, and the 7th edition of the Publication Manual of the American Psychological Association.
- As part of their submission, authors are asked to explain in a cover letter the relevance of their work to the UN SDGs. Submissions may pertain directly (or indirectly) to one SDG or multiple, inter-related SDGs.
- The deadline for manuscript submission is December 31, 2023 via the [Canadian Psychology / Psychologie canadienne submission portal](#).
- All submitted manuscripts will undergo peer review as well as review by the co-Guest Editors. Submissions will be carefully evaluated and vetted to establish their eligibility for further consideration.
- Once accepted, papers will appear online before being included in a printed Special Issue planned for publication in 2024.

Questions about the special issue can be sent to: [Co-Guest Editor Naomi Koerner](#) or [Associate Editor for Canadian Psychology/Psychologie canadienne Special Issues Gordon Flett](#).



# CALL FOR PROPOSALS

## 2023 Psychology Society of Ireland (PSI) Annual Conference Abstract Submission Deadline: 12 June 2023

The 2023 PSI Annual Conference will take place from Wednesday 08 to Friday 10 November inclusive.



The venue for this year's event is the Clayton Hotel Silver Springs, Cork.

### Call for Abstracts

All abstracts must be submitted online via the abstract submission portal: <https://www.psychologicalsociety.ie/conference/abstracts>. The final day of submission is Monday 12 June 2023.

### Abstract Submission Rules

1. Abstract submission is an online process and only abstracts submitted via this process will be considered.
2. As the submission process will automatically close at the specified deadline, it will not be possible to submit an abstract after the deadline.
3. It is NOT necessary to register as a delegate before being able to submit an abstract.
4. Submitters can choose from the following presentation types: Individual paper (student/professional); Symposium (student/professional); Poster (student/professional); Workshop. Further information can be found in section '2. Presentation Info'.
5. Submitters must adhere to the submission criteria of:
  - Word count: For all abstract submissions, the maximum word count is 200 words. Submitters are encouraged to make use of the full word.
  - Headings: For posters, individual presentations, and all submissions that are part of symposia, submitters must select whether the abstract type is empirical or non-empirical. Empirical abstracts must be written using the following headings: Objective; Methods; Results; Implications. Non-empirical abstracts must be written using the following headings: Proposition; Discussion; Implications. Abstracts submitted for workshop presentations do not require any headings, but the 200-word count limit will apply.

- Linguistics/language & data: The linguistics/language requirements of the Publication Manual of the American Psychological Association, Seventh Edition, should be adhered to. Those submitting are encouraged to consider current guidelines around inclusive language ([see here for APA guidelines](#)). The use of UK English spelling is encouraged.
  - Where relevant, please consider supporting your findings with appropriate details/summary data.
1. It will not be possible to accept abstracts that do not meet criteria for wordcount, headings/format, and linguistics.
  2. Following the abstract submission deadline, abstracts will undergo a blind review by the PSI Conference Abstract Review Board. Abstracts will be assessed with respect to: a) Significance of research/aim/proposition; b) Clarity of methodology/approach; c) Implications for research/practice; and, d) Clarity of communication.
  3. After the review, submitters will be notified as to the success of their submission(s) and their presentation(s) will be included in the official Conference programme. Information will also be provided at this point regarding registration (further details can be found in section '2. Presentation Guidelines').

## **Presentation Guidelines**

In the instance where the PSI Annual Conference is a physical event, all presenters must provide an electronic copy, in Microsoft PowerPoint format, of their final presentation(s) via email to the PSI Conference Team at [conference@psychologicalsociety.ie](mailto:conference@psychologicalsociety.ie). The deadline for this will be specified to presenters. Presentations will be pre-loaded to laptops for the Conference.

In the instance where the PSI Annual Conference is an online virtual event, all presenters (apart from workshop presenters, see item 3.4 below) must provide a pre-recorded landscape video, MP4 format, of their final presentation(s) via email to the PSI Conference Team at [conference@psychologicalsociety.ie](mailto:conference@psychologicalsociety.ie). The deadline for this will be specified to presenters. Presentation videos will be made available via the PSI website as part of the Conference. Further information will be provided if necessary.

In the instance where the PSI Annual Conference is an online virtual event, the inclusion of workshops will be taken on a case-by-case basis. Where possible, workshops may be run as live events; however, the onus will be on the presenter to manage technical requirements.



**The following information is relevant for presentation types available for the PSI Conference:**

### **Individual paper**

- The maximum presentation time allowance is 20 minutes, which includes questions and answers. The exact presentation duration time will be outlined to presenters in the guidelines once the programme has been developed.
- Whether the PSI Conference is a physical or virtual event, presentation duration times still apply.

### **Symposium**

- Minimum number of papers per symposium is three. Maximum number of papers per symposium is five.
- Minimum time allowance per symposium is 60 minutes. Maximum time allowance per symposium is 90 minutes.
- The maximum time allowance per paper in each symposium is 20 minutes, unless otherwise outlined in the guidelines, which includes questions and answers. However, the number of papers in a symposium, coupled with the duration of the session allocated on the programme to successful submitters, will dictate whether the 20-minute allowance per paper needs to be decreased.
- Whether the PSI Conference is a physical or virtual event, the minimum and maximum paper limitations apply.
- An abstract is required for each paper that is part of a symposium. all abstracts must be submitted during the online abstract submission process.
- A symposium summary is also required from the convenor. This is to be submitted during the online abstract submission process.

### **Poster**

- In the instance where the PSI Conference is a physical event, poster presenters must prepare an A0 portrait copy of their poster to display at the Conference. Presenters must also prepare a three-slide Microsoft PowerPoint presentation to deliver in the oral poster platform presentation session. The time allowance for the oral presentation is three minutes for students and five minutes for professionals.
- In the instance where the PSI Conference is a virtual event, poster presenters must prepare a one-slide Microsoft PowerPoint presentation to deliver orally as a pre-recorded landscape video in MP4 format (see item 3.3 above). Further information will be provided on this if necessary.

### **Workshop**

- Workshop durations are 60 or 90 minutes.

- The maximum number of attendees per workshop is 50, or dictated by the capacity of the room.
- Workshop submitters must select from a range of delivery styles during the submission process.

Those who have submitted successful abstracts will be provided with a date by which they must register for the Conference, paying their registration fee in full.

All successful applicants must register by the specified date. Failure to do so will mean that their presentation will be removed from the official Conference programme.

If abstracts for a symposium are accepted, it is required that the presenting author(s) of each paper in each symposium be registered. It will not be possible for a paper to be presented at the Conference if the presenting author registration fee has not been paid.

### **Registration**

Delegate registration will open in the coming months. Early bird rates will be available up to and including Friday 29 September 2023. PSI members are eligible to avail of discounted registration rates and should ensure to log into the PSI website in order to avail of the member rates. Registration rates will be available shortly.

### **Programme and Keynote Speakers**

The programme of events/presentations will be available in August. Keynote speakers will be announced soon.

### **Venue & Accommodation**

Special delegate rates have been arranged with the Clayton Hotel Silver Springs for those attending the PSI Conference. Please [click here](#) for further details.



# CALL FOR PROPOSALS

## CRDCN 2023: Leveraging Data, Research, and Policy Collaborations

**Submission Deadline: June 15, 2023**

The Canadian Research Data Centre Network (CRDCN) invites abstracts of no more than one page by June 15, 2023, proposing papers and/or posters (see poster guidelines, below), to be presented in-person at the CRDCN conference at

the Sheraton Hotel in Hamilton Ontario, November 21-23, 2023. All research applying microdata is welcome, with preference given to research conducted at Canadian Research Data Centres. It is expected that at least 60 proposals will be accepted. CRDCN researchers are generally in disciplines such as health, economics and business, sociology, social work, political science, geography, and environmental studies, but researchers from all disciplines are welcome.



**Please send your abstract via the submission form.**

**More information about the conference will be made available on the event website:**

**<https://conferences.crdcn.ca/crdcn2023>**

Papers and posters will be selected by a Scientific Committee:

- Rick Audas (Faculty of Medicine, Memorial University of Newfoundland)
- Sébastien Breau (Department of Geography, McGill University)
- Mhezbin Dharssi (M. Dharssi Consulting, North Vancouver, British Columbia)
- Michael Haan (Department of Sociology, Western University)
- Abdie Kazemipur (Department of Sociology, University of Calgary)
- Cécile Petitgand (Data Lama, Service-Conseils, Québec)
- Dionne Pohler (Edwards School of Business, University of Saskatchewan)
- Shelley Phipps (Department of Economics, Dalhousie University)
- Michael Veall (Chair) (Department of Economics, McMaster University)



**Presentation guidelines:**

Authors of papers in the presentation session will be asked to speak for 15-20 minutes.

Those giving a poster session will be asked to prepare a short presentation summarizing their research project and identifying implications for public policy. Conference registrants will be invited to vote for their favourite student poster presentation and that student will receive an award of \$500.

**Poster guidelines:**

- Dimensions: landscape, 91.4 cm x 121.9 cm (36" x 48")
- Font: sans serif typeface recommended, title 90+ pts, subtitles 36-48 pts, body 26-32 pts, references 18-24 pts
- Content: poster title, author information, institution name, research content (research question, methods, findings), references

More details regarding the poster presentation will be provided following the submission deadline and selection of poster awardees. We look forward to receiving your submission and showcasing your work during the CRDCN 2023 conference! If you have questions about the poster sessions, please contact [tess.hudson@crdcn.ca](mailto:tess.hudson@crdcn.ca).



# CALL FOR PROPOSALS



**Deadline for abstract submission for early review: July 1, 2023**

**Final abstract submission deadline: January 15, 2024**

The 33rd Scientific Committee is pleased to invite authors to submit their abstracts for oral, poster presentations and symposia, to be delivered at the 33rd International Congress of Psychology which will be held in July 21 – 26, 2024 in Prague (Czech Republic).

The timetable below the congress streams list sets out key dates for your attention.

The organizers of the 33rd ICP welcome the submissions of abstracts for original contributions to the field in the ICP 2024 [Congress Streams](#).

(All abstract authors are asked to choose the closest relevant thematic area during the submission process)

Abstract Submission will open in February, 2023.

Important dates for Abstract Submissions

- April 1, 2023: Opening abstract submissions for early review
- July 1, 2023: Deadline for early review abstract submissions
- September 30, 2023: Notification regarding early review submissions
- June 1, 2023: Registration Opening
- January 15, 2024: Deadline for all abstract submissions
- March 15, 2024: Notification regarding general abstract submissions

[Submit your abstract HERE](#)

Abstracts for oral presentations, posters, and symposia may be submitted only electronically using the online form on the Congress website [www.icp2024.com](http://www.icp2024.com).

In the case that electronic submission is not possible, please contact the ICP 2020 Scientific Committee at email address [abstract@icp2024.com](mailto:abstract@icp2024.com).

### **ICP 2024 presentation formats individuals**

By providing a flexible way of submitting abstracts, we are inviting you to help compose the overall congress scientific programme. Each author may select from wide range of different submissions types. Papers may be submitted as individual presentations or as a part of a symposium:

#### **Oral Presentations: 15-minute time slot**

Papers submitted to the ICP 2024 thematic areas will be grouped together by the thematic stream chairperson into paper sessions allotted of 15 minutes including discussion.

**Posters:** electronical or size of the poster 200 cm (height) x 90 cm (width)

Poster sessions allow presenters and attendees to engage in extended personal discussions regarding presentations that is in paper/cloth or electronical format.

NOTE: Participants who wish to submit an individual paper may choose between an oral presentation and poster. Both oral presentations and posters submitted and accepted by the Scientific Committee will be handled within the grouped by thematic sessions category topics and the best effort will be exercised to create groups of presentations related by their themes in order to promote networking among the presenters and their audience and in order to facilitate meaningful discussion. As the distinction between oral presentations and posters is only a matter of the presentation mode, submissions in both categories will be assessed by the same scientific criteria. The Scientific Committee will determine the final mode of presentation, also taking into account the quality of the proposals, their relationships, temporal and technical possibilities.

#### **Symposia: 90-minute time slot**

A symposium is a focused session in which multiple (3-5) participants present their contributions related to a shared theme. The format of a symposium usually consists of an introduction to the topic by the Chairperson to provide the audience with a background for the ensuing discussion. Participants then present their viewpoints, followed by interchange among participants and between the audience and participants. Often the symposium will end with an overview of the proceedings by the chairperson or a discussant.

## IMPORTANT:

- The abstracts will be accepted in English only.
- The abstracts will be accepted only via online ICP 2024 Submission form.
- Abstracts will be made available to the participants in an electronic form. The author is solely responsible for the ethical and scientific content of the submission as well as for its proper grammatical and stylistic form.
- There are no fees for submitting abstracts
- **The complete abstract is submitted by the Chair of the Symposium including each participant's presentations.**
- **All symposia participants have to create their ICP 2024 account before the symposium submission.**
- **Do not submit the symposium if you do not have all presentations from your symposium participants and you know any of your participants has no ICP 2024 account.**

NOTE: If English is not Author's first language, we recommend that the abstract is checked by somebody who is fluent in English prior to submission.

## ICP 2024 presentation formats for invited speakers

- State-of-the-Art Lectures: State-of-the-Art lectures are presented by the most outstanding invited speakers at the ICP 2024. The time allotted will be 45 minutes + 15 minutes discussion time. A Chair will introduce the speaker and moderate a short discussion, or select questions from the audience.
- Keynote Addresses: An Invited Keynote Address is a lecture scheduled for 45 minutes, including discussion time, presented by an outstanding invited speaker. All Invited Addresses will have a Chair who will introduce the speaker and moderate a short discussion or select questions from the audience.
- Invited Symposia: Invited Symposia are preferably multi-national sessions consisting of three to five presentations and a discussion on a specific topic. Colleagues who will be invited to chair a symposium are asked to gather a group of speakers and discussants for lively exchange, including the state of research and future challenges in their specific field. Invited Symposia have a duration of 90 minutes.
- Provocation Sessions: At this format we will focus on psychologically loaded, exciting topics. There will be a daily debate in a prominent time slot that will be chaired by leading psychologists.



## **Psychology - Assistant Professor (Developmental Psychology)**

**Acadia University**

**Location: Nova Scotia**

**Application Deadline: June 5, 2023**

### **9.5 month Limited Term Position Position #21110**

Acadia University is in Mtaban, Mi'kmaki, the ancestral and unceded territory of the Mi'kmaw, Wolastoqiyik, and Peskotomuhkati (Passamaquoddy) people. The university is committed to upholding the spirit and tenets of the Treaties of Peace and Friendship. Acadia also respects the historical and contemporary contributions of African Nova Scotians to the land, culture, and life of the region.

Acadia University is one of Canada's premier undergraduate universities, offering a liberal arts education unique among post-secondary institutions. Acadia offers a stimulating, vibrant environment, on and off campus, where dedicated faculty inspire and challenge students to be their best through supportive personalized learning environments, holistic education, and nurturing community engagement. Academic innovation and a technology-rich teaching and learning environment have garnered the university a reputation for excellence. Our progressive workplace is located only one hour from Halifax in Nova Scotia's beautiful Annapolis Valley. With a commitment to sustainability, the region offers locally-crafted artisan food and beverage, with many communities embracing organic, fair-trade, and farm-to-table ideals. There is a small, and vibrant, francophone community in the Annapolis Valley, and the university campus is situated 6 km from Grand-Pré National Park, a UNESCO World Heritage Site that commemorates and celebrates Acadian contributions to the region.

### **The Position:**

The Department of Psychology invites applications for a 9.5 month Continuing Limited Term position at the Assistant Professor (or Lecturer, if the PhD is not yet complete) rank to commence August 1, 2023. The successful candidate would teach 2 sections of Developmental Psychology, Introductory Psychology, and 2 other courses dependent on the candidate's teaching interest and/or expertise. There would also be the possibility of supervising undergraduate research projects if that is of interest.

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**Academic Qualifications:**

Candidates must have (or be near completion of) a Ph.D. in Psychology or a related discipline. Ideally, the candidate would have experience teaching and/or conducting research in developmental psychology, broadly defined.

**Workplace Environment:**

For over a century, the Psychology Department has had a presence at Acadia, and today it is one of the largest academic departments on campus (with 500+ majors, 20-25 honours students, and 10-12 graduate students) offering numerous programs at the undergraduate and graduate level. At the undergraduate level, we are distinguished from other institutions for our neuroscience and applied options; at the graduate level we offer a unique Master's of Science in Clinical Psychology that leads to certification as a clinical psychologist. Our Department was one of the first on campus to form an Equity, Diversity, and Inclusion committee to work on fostering a climate within and outside of the classroom that is equitable and inclusive to persons from diverse backgrounds.

Following several retirements, the department is in a growth phase, and sees the possibility of future tenure-track openings in Developmental Psychology. The Department recently saw the development of a world-class Centre for Cognitive Health & Neuroscience, which includes state-of-the-art facilities including EEG, eye tracking, motion tracking, and observations rooms. There are opportunities for professional and research collaborations throughout the region, including Landmark East, Canada's only independent school for students with learning differences and the Issac Walton Killam (IWK) Health Centre, the largest Children's Hospital in Atlantic Canada.

**Benefits**

As outlined in the 16th Collective Agreement between the Faculty Association and the University Board of Governors, Acadia faculty receive a range of benefits, including a defined benefit pension plan, yearly professional development funds, dental/vision insurance, professional insurance and registration fees, health insurance to complement the public system, and internal research funding opportunities. The University provides relocation expenses, dependent on the distance moved. For further information on salary and benefits, please see the 16th Collective Agreement.

**How to Apply:** Candidates are asked to submit their application in a single PDF document to [Faculty.Careers@AcadiaU.ca](mailto:Faculty.Careers@AcadiaU.ca). Receipt of the application will be acknowledged via email. Applications should include the following:

Apply by sending a letter describing teaching potential or experience, research experience and a curriculum vitae. The cover letter should clearly demonstrate ways in which the applicant's teaching and/or research could contribute to the department's commitment to equity, diversity, and inclusion. Please include the names and email/phone contact information of three references (to be contacted if short-listed).

Dr Randy Lynn Newman,  
Chair of the Search Committee, Professor and Head,  
Department of Psychology  
**Acadia University**  
Wolfville, Nova Scotia, Canada B4P 2R6  
Email: [Faculty.Careers@AcadiaU.ca](mailto:Faculty.Careers@AcadiaU.ca)

Acadia University invites applications from all qualified individuals. The University encourages applications from Indigenous people; African Canadians; African Nova Scotians; persons with disabilities; visible minorities; women; persons of any minority sexuality, gender identity or gender expression; and all intersections of these identities. Acadia embraces the principles of equity, diversity, and inclusion as fundamental in creating an expansive academic environment and champions diverse knowledge systems as pillars of academic excellence.

All applicants are required to submit an online [Employment Equity Self-Identification Form](#) as part of their application package. The form provides the option of self-identifying based on the applicant's comfort level. Please note that failure to complete the form by the closing date will result in the disqualification of your application.

Closing Date: June 5, 2023 Accessibility Statement

The University strives to be an equitable and inclusive community, and proactively seeks to increase diversity among its community members.

The University will provide support in its recruitment processes to applicants with disabilities, including accommodation that considers an applicant's accessibility needs. If you require any accommodations at any point during the application and hiring process, please contact Dr. Randy Lynn Newman, Chair and Professor of Psychology ([randy.newman@acadiau.ca](mailto:randy.newman@acadiau.ca)).



**Position Title: Clinical Psychologist (Instructor)**

**Posting Number: F490P**

**Type of position: Limited Term**

**Application Deadline: June 24, 2023**

**Department/Unit: Psychology and Neuroscience**

**Location: Halifax, Nova Scotia, Canada**

## **About the opportunity**

Dalhousie University is Atlantic Canada's leading research-intensive university and a driver of the region's intellectual, social and economic development. Located in the heart of Halifax, Nova Scotia, with an Agricultural Campus in Truro/Bible Hill, Dalhousie ([www.dal.ca](http://www.dal.ca)) is a truly national and international university, with more than half of our almost 21,000 students coming from outside of the province. Our 6,000 faculty and staff foster a dynamic, purpose-driven community that celebrated 200 years of academic excellence in 2018. Halifax is a vibrant ocean-side city, offering an excellent quality of life, including active local food, arts, and music scenes, easy access to outdoor activities, and high-quality health and education centres.

Dalhousie University's Clinical Psychology PhD program, within the Department of Psychology and Neuroscience, Faculty of Science, is based on a scientist-practitioner model and is designed to give our graduates a thorough grounding in science, research and clinical practice. Students are focused on research from the beginning of the program. Students also start applied training in their first year and continue throughout the program. Due to our emphasis on the science of psychology, our program produces clinical psychologists who blend the ideals of research and service.

The Clinical Psychology PhD Program is expanding its mandate to include the provision of clinical care to clients through a new community-based psychology training clinic. The clinic will provide mental health and addictions assessment and treatment to Nova Scotians, with particular emphasis on clients from marginalized and diverse populations. The clinic will provide clinical training opportunities for graduate students, provide Nova Scotians access to evidence-based care, and undertake research and evaluation of innovations in the provision of mental health and addictions care.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Dalhousie University commits to achieving inclusive excellence through continually championing equity, diversity, inclusion, and accessibility. Furthermore, the Clinical Psychology PhD Program is striving to increase diversity amongst our faculty, staff, and students. The university encourages applications from Indigenous persons (especially Mi'kmaq), persons of Black/African descent (especially African Nova Scotians), and members of other racialized groups, persons with disabilities, women, and persons identifying as members of 2SLGBTQ+ communities, and all candidates who would contribute to the diversity of our community. For more information, please visit [www.dal.ca/hiringfordiversity](http://www.dal.ca/hiringfordiversity).

### **Overview**

This position reports to the Dean of the Faculty of Science through the co-Directors of the psychology training clinic and the Director of Clinical Training (DCT) of the Clinical Psychology PhD program, in the Department of Psychology & Neuroscience. The Clinical Psychologist (CP) will work within a clinic team consisting of primarily psychologists and clinical psychology graduate students, as well as allied health professionals and other academic support personnel. The CP will primarily provide supervision and training to clinical psychology graduate students, with some limited involvement in psychological intervention as well as psychological assessments as appropriate for training purposes and continuity of care. Ultimately, this position will support the training and service mission of the psychology training clinic in providing breadth and depth of training for students across diverse psychological skills, and much needed mental health services to those currently facing barriers within the Halifax community, and throughout Nova Scotia.

### **Qualifications**

Required:

- PhD/PsyD or PhD/PsyD candidate who is/will be eligible for registration as a clinical psychologist with the Nova Scotia Board of Examiners in Psychology (adult, child/youth, and/or lifespan competency required). Applicants who are still PhD or PsyD candidates at the time of application will be required to have this qualification by December 31, 2023.
- Carries appropriate liability insurance as outlined by the Nova Scotia Board of Examiners in Psychology.
- Scope of practice must include therapy and/or assessment with adults and/or children and youth.

- Demonstrated experience conducting and interpreting psychodiagnostic and/or psychoeducational assessments.
- Demonstrated skill and effectiveness in the application of a broad spectrum of evidence-based psychological interventions/therapies, especially Cognitive Behaviour Therapy, Acceptance and Commitment Therapy, or Trauma-focused interventions.
- Excellent interpersonal, communication (oral and written), and organizational skills.
- Demonstrated initiative and strong skills in problem-solving and decision-making.

### **Strongly Preferred:**

- Demonstrated experience in supervision of students providing psychological services.
- Experience providing sensitive and appropriate care for clients from a range of diverse backgrounds (e.g., racial, cultural, gender-identity, sexual orientation, disability).
- Strong skills in working within a team approach to training and supervision.
- Demonstrated skills in forming connections and liaising with community organizations.

### **Additional information**

Please note that this posting is for up to three positions, with full-time equivalences from 50% to 100%. The Department of Psychology and Neuroscience will also be filling up to three similar positions with lower FTEs.

### **Posting Detail Information**

Close Date: 06/24/2023

Open Until Filled: Yes

Quick Link for Direct Access to Posting:

<https://dal.peopleadmin.ca/postings/13371>

### **Documents Needed to Apply**

Required Documents

- Résumé / Curriculum Vitae (CV)
- Cover Letter
- Teaching Statement
- List of referees



**Psychology – Azrieli Accelerator Professorship, Assistant Professor  
(Neurodiversity and Intersectionality)**

**University of Calgary**

**Location: Alberta**

**Application Deadline: August 1, 2023**

The Department of Psychology, in conjunction with the Azrieli Accelerator and Owerko Centre (see below), at the University of Calgary, invites applications for an Azrieli Accelerator Professorship in neurodiversity and intersectionality. The successful candidate will be appointed at the rank of Assistant Professor (tenure-track) in the Department of Psychology within the Faculty of Arts.

The Department of Psychology is a research-intensive department with high standards in teaching. We value interdisciplinary approaches to research and training, and strongly encourage collaboration. The Alberta Children's Hospital Research Institute (ACHRI) is one of seven health institutes in the Cumming School of Medicine, and is responsible for the University's Child Health and Wellness research priority. ACHRI houses the Owerko Centre, which brings together a team of researchers dedicated to the study of neurodevelopmental disorders and the improvement of child mental health.

The Azrieli Accelerator at the University of Calgary seeks to transform neurodevelopmental research across the lifespan. With funding from the Azrieli Foundation, this initiative uses strategic investments to strengthen multi-disciplinary collaborations and launches big and bold research in the areas of neurodevelopment, neurodevelopmental conditions, and neurodiversity as they relate to all stages across the life course. The Azrieli Accelerator Professorships, 8 in total to be recruited across the University, will bring new strengths to the University of Calgary, and the successful candidate will join a dynamic group of researchers who are engaged in the university's transdisciplinary research strategy.

We are seeking applications from individuals with a PhD in Clinical Psychology who are eligible for registration as a psychologist in Alberta.

Applicants should have an established research focus in neurodevelopmental conditions and intersectionality, with a focus on critical life transitions (diagnostic journey, school entry, workforce entry, post-secondary education, intimate relationships, retirement, etc.). We particularly encourage applications from individuals who take a transdisciplinary perspective, with specialized expertise in understanding how neurodiversity intersects with other social determinants of health and with other equity- or sovereignty-deserving identities.

Selection criteria for this position will include research excellence and originality, demonstrated effectiveness in teaching and supervision, and demonstrated ability (or strong potential) to secure competitive external funding. These criteria will be judged based on the quantity and quality of publications to date; teaching dossier with ratings or other indications of quality; awards, scholarships, and other recognitions for research and teaching excellence; and record of competitive funding, including competitive studentships and fellowships. Additional criteria include evidence of knowledge mobilization/translation, community engagement, service to community and profession, and commitment to equity, diversity, inclusion, and accessibility.

The successful candidate is expected to establish and maintain an active research program that fosters interdisciplinarity and collaboration. The position comes with substantial protected time for research. The successful candidate also will contribute to the Department's teaching and research supervision in both undergraduate and graduate programs. In addition, some administrative service to the department, the faculty, the university or the community is expected.

The University recognizes that candidates have varying career paths and that career interruptions can be part of an excellent academic record. Candidates are encouraged, but not required, to provide any relevant information about their experience or career interruptions to allow for a fair assessment of their application. Selection committees have been instructed to consider, and be sensitive to, the impact of career interruptions when assessing the candidate's academic productivity.

Interested individuals are encouraged to submit an application online via the 'Apply Now' link: <https://arts.careers.ucalgary.ca/jobs/12755589-assistant-professor-department-of-psychology>.



Please be aware that the application process allows for only four attachments. Your four application attachments should be organized to contain the following (which may require you to merge documents):

- Cover letter
- Curriculum vitae, including the name and contact information of three referees, and written permission to the Chair of the Selection Committee to contact the referees for letters of references
- Statement of research interests (not to exceed two pages)
- Teaching dossier
- An Equity, Diversity, and Inclusion statement

All applications must be received by August 1, 2023, at which time the Academic Selection Committee will begin reviewing applications to select applicants to invite for on-site interviews.

The University of Calgary and the Department of Psychology recognizes that a diverse staff/faculty benefits and enriches the work, learning, and research experiences of the entire campus and greater community. We are committed to removing barriers that have been historically encountered by some people in our society. We strive to recruit individuals who will further enhance our diversity and will support their academic and professional success while they are here; in particular, we encourage members of the four designated groups (women, Indigenous people, persons with disabilities, and members of visible minorities) to apply. A number of resources are available on campus to support diversity and inclusion on campus, including two daycares, the Q Centre, the Office of Diversity, Equity, and Protected Disclosure, the Writing Symbols Lodge, and the Women's Resource Centre. For more information, please see the [Department of Psychology EDI](#) web page and the [Office of Equity, Diversity, and Inclusion](#) web page.

All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority. In this connection, at the time of your application, please answer the following question: Are you a Canadian citizen or a permanent resident of Canada? (Yes/No).

The University of Calgary has launched an institution-wide [Indigenous Strategy](#) in line its foundational values and most recent [proposed strategic plan](#), committing to creating a rich, vibrant, and culturally competent campus that welcomes and supports Indigenous Peoples, encourages Indigenous community partnerships, is inclusive of Indigenous perspectives in all that we do.

The University of Calgary is Canada's leading next-generation university – a living, growing and youthful institution that embraces change and opportunity with a can-do attitude. Located in the nation's most enterprising city, the university is making tremendous progress on its journey to be recognized as one of Canada's top five research universities, grounded in innovative learning and teaching and fully integrated with the community it both serves and leads. The University of Calgary inspires and supports discovery, creativity, and innovation across all disciplines. For more information, visit [ucalgary.ca](https://ucalgary.ca).

Ranked among the most livable cities in the world, Calgary is a safe city and one of the best in Canada to raise a family. Calgary is a city of leaders – in business, community, philanthropy and volunteerism. Calgarians benefit from excellent dining, sporting, and cultural events and enjoy more days of sunshine per year than any other major Canadian city. It boasts the most extensive urban pathway and bikeway network in North America and is less than an hour's drive from the majestic Rocky Mountains and their unparalleled recreational opportunities.



# UPCOMING CONFERENCES

## **Congress of the Humanities and Social Sciences 2023**

**May 27 - June 2, 2023 | Toronto, Ontario**

Congress 2023 will take place at York's Keele and Glendon Campuses in Toronto from May 27 to June 2. It is Canada's largest gathering of academics, and one of the largest in the world. It's a place to hold critical conversations of our time, hear from a diverse set of voices, share findings, refine ideas, and build partnerships to help shape the Canada of tomorrow.

Put simply, Congress is the convergence of scholarly associations, each holding their annual conference under one umbrella at a Canadian university. Every year, for over 90 years, we've collaborated with a partner university, participating scholarly associations, and partners to bring you inspiring presentations, panels, workshops, and cultural events.

For information on registration, accommodation, and conference schedule and program, please visit <https://www.federationhss.ca/en/congress/congress-2023>.

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## **Society for the Psychological Studies of Social Issues (SPSSI) Conference 2023**

**June 25 - 27, 2023 | Denver, Colorado**

Transforming Their World:

Using Research and Action to Address (In)Visible Wounds

The SPSSI's 2023 annual meeting, once again set to be held in Denver, CO, aimed to foster contributions from a diverse range of perspectives—empirical, policy-oriented, and critical. By employing various methodologies, these contributions sought to effect change by enhancing knowledge and promoting social action, ultimately striving to transform their world.

For information on registration, accommodation, and conference schedule and program, please visit:

<https://www.spssi.org/index.cfm?fuseaction=Page.ViewPage&pageId=480>

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# UPCOMING CONFERENCES

## **Society for Qualitative Inquiry in Psychology (SQIP) Conference 2023**

**June 29 - 30, 2023 | Santa Cruz, California, USA**

**Theme: "Using Qualitative Methods to Address Issues of Pressing Social Importance"**

For the first time since 2019, the Society for Qualitative Inquiry in Psychology (SQIP) is thrilled to resume its tradition of an annual IN-PERSON gathering to connect with one another and gain inspiration for our work. And for the first time in the organization's history, the SQIP will convene on the WEST COAST of the United States in Santa Cruz, California. Mindful of the challenging times in which everyone lives and works, as well as the longstanding commitment of the host institution to social issues, the program will center the use of qualitative methods to address issues of pressing social importance.

For information about registration, accommodation, and program, please visit: <http://sqip.org/2023-sqip-conference-call-for-proposals/>

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## **Psychology of Women and Equalities Section (POWES) Annual Conference 2023**

**July 5 - 7, 2023 | Cumberland Lodge, Windsor, United Kingdom**

The 2023 POWES conference will showcase feminist scholarship in a collegiate and friendly environment. This year, our overarching conference theme is 'Community, Care and Complaint'. The conference showcases empirical and theoretical work from a range of areas relevant to the work of POWES including but not limited to: theorising feminisms, femininities, masculinities, non-binary gender, gender identities, parenting, gender violence and sexual exploitation, sexualities, mental health, health, sport, education, work, qualitative/critical methodologies, social justice, activism, race, disability, class, and intersectionality.

The POWES conference will take place from July 5 - 7, 2023 at Cumberland lodge. It is based in a 17th-century, former royal residence in the heart of Windsor Great Park.

For information on registration, accommodation, and conference schedule and program, please visit: <https://www.bps.org.uk/event/psychology-women-and-equalities-section-annual-conference-2023>

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# UPCOMING CONFERENCES

## **American Psychological Association's 2023 Annual Convention August 3-5, 2023 | Washington, DC + Virtual**

APA 2023 is where practitioners, researchers, educators, and applied psychologists from around the world come together to share transformative ideas and explore the most compelling issues in the discipline.

The Convention will take place in Washington, DC and virtually on August 3-5, 2023.

For information on registration, accommodation, and conference schedule and program, please visit <https://convention.apa.org/>. (Early Bird Registration Ends May 31, 2023)

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## **Canadian Sex Research Forum 2023 October 12 - 14, 2023 | Montreal, Quebec**

The Canadian Sex Research Forum aims to be Canada's leading organization dedicated to interdisciplinary, theoretical, and applied research in the field of sexuality, fostering sexual science and improving the sexual health and well-being of Canadians.

The forum will take place in Montreal, QC from October 12 to 14, 2023.

For information on registration, accommodation, and conference schedule and program, please visit: <http://www.canadiansexresearchforum.com/montreal-2023>.





# THANK YOU.

We are seeking submissions for the following column for the September 2023 SWAP Newsletter. Please send the submissions to [bsadika@uwo.ca](mailto:bsadika@uwo.ca). **Submissions in English or French are welcome!**

**1. MEMBERS' RECENT PUBLICATIONS.** This column is for members to highlight their recent publications. If you have published an article/book/book chapter in the last year this is your chance to let the SWAP members know about it. Please submit the reference and a 250-500 word abstract of your publication to me.

**2. METHODOLOGICAL REVIEW.** If you have read or written an article using a research method that you think is particularly interesting and/or innovative, or has been used in an innovative fashion (e.g., to access a difficult to access population, administered in a unique way, etc.), please consider writing a review of that article. The goal is to highlight research methodologies that may be useful to members when they are developing new research projects. For example (but not limited to), discourse analysis, conversation analysis, client representative case study, structural equation modeling, a multiple regression conducted in a unique way, mixed methods, etc.

**3. CONFERENCE REVIEWS.** If you have attended a conference since the last Newsletter and there were presentations that you think would be of interest to our members, please consider writing a brief review (250-500 words) of the conference/presentation(s). This includes any presentations that you may have made at a recent conference. Please include the author(s) of the research, the name of the project, the professional affiliation of the author(s), and the name of the conference where this research was presented.

**4. UPCOMING CONFERENCES.** If you are aware of an upcoming conference that you think the other members would like to know about, please email me the details of the conference.

**5. RECENTLY DEFENDED DISSERTATIONS & THESES.** If you have a student or you are student who has recently defended a dissertation or thesis (in the last year), please have the student send me a short abstract (about 200-300 words), the university affiliation and the name of the student's supervisor.

**6. FELLOWSHIPS OR JOB OPPORTUNITIES.** If you are aware of any fellowships or job opportunities that would be of interest to our members, please send me the details of them.

**7. CALL FOR PAPERS/ABSTRACTS.** If you have received a call for papers/abstracts for conferences and/or publications please send me the details.

**8. BOOK REVIEW.** If you have read a book recently that you think would be of interest to SWAP Members, please write a book review (length at your discretion) and send it to me. Include: Title of the book, author(s), publication date, publisher, and your name.